

Letters combine to pour him this office in responsa to our invitation to air views about The Best Days?, BilC's Panarama programme an Faratlay School. We have not room to publish them all and, as many make the same points, the selection here and on page 13 heve hed to be aceverely prunch. But, for all that, we hope anyone who still has new points to make will jain in.

The programme has clearly been all the BBC could have hoped for as a talking point. Mrs Williams apparently brought it up at an internal meeting of some 200 DES staff. How many people had seen the film? About half. How many thaught it was very notair (Heremphasis I'm told)? Only about half a lazen. On the other hand, a good number thought it shawed whet a lot of good things were going on hi schools.

For these who are not enxious

For those who are not envious to have what goes an le their school similarly exposed. Mark Abrahams, remedial toacher in a Manchester comprehensive, has asked for degal guidance. "I have hoard it said that, legally, if filmed or interviewed by television or radio, a person or institution may refuse to sign any contract or allow any of the finished programme to be shown until that person or insti-For those who are not enxious be shown until that person or insti-tution has approved the fined edited

The enswer seems to be, first get your contract. Insisting on such a foolproof contract and securing it may require considerable strangth

of personality, time, persistence, etc. By which time the newspaper of camera crew or whatever will have taken themselves off.

The best advice for those who do not want to be filmed or interviewed is to say no. Media persona who badger people or institutions who refuse to speak to them do not generolity get a very friendly peep.

generally get a very friendly reception from the Press Council.

The BBC had permission from the school and the l.e.s. to film at Paraday. The exact terms of that agreement, if easy, are presently forming the subject of study by Mr. Gerard Hughes, chairman of Ealing education committee at he

film, The Hest Dags 2 Not, may I add at the teachers, reaching methods, comprehensive enhousion, on of the quality of the children

In the school.

Why were we not shown a few children with at least a semblance of namners instead of these rude, ill-manusered latts? Surely it is the parents of these children who are at fault, who are in the root of the trouble with chicatian tuday. They obviously set no standards of namners. manners, behaviour, dress of speech. Why then do they expect the lung suffering teachers to mrn their offspring into paragons af

One does not have to come from the much maligned middle class home to bring children up with a fairly decent set of standards. Payliaps mother Black paper should be written—Falling Standards in the hance and how they affect education. There must be more seches tian. There must be many expert on this subject.

51 Woarlfield Avenue, Pontiliw, near Swansen.

Blame society

Sir.—As a prabatiuner teacher in a fairly large comprehensive achaol. I have frequently faced the type of situation shown in the film: restricted the state of the state of the situation of the less, halsy children, often cheeky, ahowing faw signs of any involvement with or caamilment ta tha work I am setting and explaining, however interesting and relevant I try to inske it.

It daes supplied me that people have been so shocked and so put on the defensive. What does society expect when it brings children up within the kind of community end environment aurs is ateadily becoming?

We proffer violent films coetaining nasty actions carried aut against human beings. We show television programmes where we learn that to be worthy af respect Is to shoot first and ask questions later; we put forward shoddy and superficial values rhraugh our tripey pap programmes and pathetic magazines. All these things are not the work of liberated yaung people, but of mature ahrewd maneymakers, let it be esphasized. Our society is growing increasingly aggressive, greedy, and superficied in outlook, despite the wark of so many thinking people in the field af cammunity work, environment preservatioe, etc. We proffer violent films coetain-

work, environment preservation, etc.

Now take these children to a place where they are asked to work, to think for themselves, to use their own minds, to care shout their futures, and do not be surprised when they laugh in your face. For those of us who ere not towifying sergent-majors, the task

Ealing education committee, as he said in eletter to The Times. And it also emerged this week that Sir Chorles Curran, director general of the BBC was making his own invostigations.

Aristides

Blame the parents

Sir,—I think most paronts of decent, wall-hehaved children coust have been as appalled as I was at the society, ear the society.



"Yan can come ant now, head-muster, tha Great Debate is over."

school, is going wrong. "What is wrong with nut schaals?" they ask, when they should say, "What is wrong with myself and others like me?" NOELLE M. WANSTALL,

Bring back the cane

Sir,—I think it is time we teachara stapped searching round far evaluation of responsibility far what was shown in that Panarama pragrammo and realized that the era of the Great Debate meona, in escence, the beginning of a period of public accountability of educationalats bath as to their means and to their as ta their means and to their

surely, such a reaction must have heen an appolled and utter dishelief at the faolishness of professianols to allow as much rudaness, abscenty and time-wasting evasian af school wark to go an und an inicfinituly without resort being taken to such ald, well tried, abvious end ample measures as would inmediately quell the chase end relastate arder sed decorum in the class.

Ask the average man in the street his reaction to the programma and he would tell you: "batter the cana lisu chaos" avery time,

MARCUS Alibort. Giving a lead

Sir,—If seelor staff are not going to taach classes of their own, they are not absolved from all responsi-hility for what goes on in the class-roams is their school. Senior stuff hevo twa distinct duties in this responsive in the needs and inter-ests af the children is essantial.

resport. They have a general respan-sibility for disciplina and a specific responsibility for in-service training of the staff.

nora effort in schools a community obout carea The need for salary an recognize the lugger community obout career.
The need for salary areas recognize the inoccapable for the hardest and most larger in education is to be load;

TI. JETTYTIDE. 5 Laivn Avenue, Encull, Berley.

Self respect

Sir,-Parts of the programme which headmuster actually teaching less able pupils, and taking a chare in local supervision.

Intelligent reactions of sixth-formers of fareign arigin.

Reticence of some teachers will

some pupils who limily doserved it.
Puris which depressed—only one really—was the sight of reasonably able and personable young men and winner working so ineffectually lu kosille atmospheres.
Same degree of classroam cantrol

Some degree of classroam cantrol and camperation is essential for the survival af safe-respect. A "atrect sweeper" can take pride in daing his job well, and as meintain liks self-respect. Teachers who concot—for whatever "difficult" rensans—owe it to themselves and their colleagues to find same more aultable sphere far their talante. Surely, teachers are well educated and qualified enough to find other suitable employment befara the age af 30.

The real issues?

Sir,—Eallog Redical Teachers' Gronn—left-wing NUT teachers' offiliated to the Sacialist Taachers' Alliance—watched the Farnday film and affer these observations.

as ta their means and to their achlavements.

Na langer daee what goes on hehind those closed classroom daara anly cancern us, tha children wo teach and thase detarmieing palley wha run aur achaala; and what, may we ask ourselvee, must bave heee tha msin reaction of tha millians af ordinery vlawers to the apoctacle offered by The Best Days?

Surely, such a reaction must hove heen as appolled and utter dishellef at the fallightees of profes. Faraday auffar tha moat.

On close exeminatiae the film daes raiso cartein issues that are real anes far the education debato: reni anes far the education debato: The irrelerence of much af the curriculum forced upon teachers by a mixture of habit and public demand for qualifications, no mu-

The used to fight cuts in education expenditure—both in equipment lincluding basics) and in teacher supply (the James Induction propusals are dreadfully overdue).

are areautilly overline).
The need for public and teacher ownreness of the fact that tanky's children are brought up in question coorcion as a means of control. This is, after all, progress.
The need for the end of profudice against "progressive" methods. We aaw very little of that in the film. Carefully planned learning which is responsive to the needs and inter-

THETIMES the hardest and most larger in education is to be lead in education poser. S. A. NOVY. 28 Darset Road, London with the property of the education poser. Sir.—It has been my respect at a college of education. First Published 1940 PRICE 13p Sir,—It has been my repose at a college of education by teaching practice for appear 100 students onwally in an schools in London 100

It does been increasingly to find schools where losing DES report recommends minimum size of 140 the work of the school with them to come with them.

Chance to reply

Sir,—It is clear that only the formal hymney with reasonably and the lives of the people is galerences in the affect of this point could be shown in the people is the people in the people is galerences in the affect of this point could have been the people in the people in the people in the people is the people in the p

Rapid growth to the monther of with forms, taken with the decline Expendation which will inferr that the group alice 1982, has been he county olders will be the property of the state of th solutions, particularly as it baddes with severe economic re-

this noil religion. This Exira: Modern lengues. the more and teaching princips to death wastefully small."

Department's calculations present sixth form staffing fill as an occeptualde average as a mage of the A level at as a range of the A level at as a range of the A level at as a range of the A level at a thin a least but A level at the added at a man sixth-farmers." for new sixth-farmers

grounds that they proposed did not propile enough apportunities for sixth-furmers. And this week she trough down plans or rearganize therea Mary's love, and gicls' grammar schools in Walsall as a mixed 11-18 comprehensive school on the grounds that sixth-form pro-vision in the area was for scattered. Mr Dordan Dakes, a Junior minister at the DES, raised the subject of sixth forms in anexoccledly larthright terms when he addressed the Headmasters' Association confer-ence in Oxford at the end of last

In its memorandum, the DES has not come down enegorically in favour of any particular system. I group studying in further education colleges. It no more the prefer

It also suggests that there could be given for the economy if young people "who are essentially denic in their orlenation" he easier to provide these combitions in colleges ratering for your adults than in schools where the great majority of pupils are upde th."

ledges, briefly, a number of distincentives to changing the sixth-furning them. These include more distinction to pupils and to schools which here only instrumentation! have only just reorganized; tea-chers' objections to Insing sixth-form work; difficulties of specialist staffing in 1)-th schools; and Burnham points and solars structures.



powse sixth form, not enough pupils to go violatel?

53 per cent of state schools now have sixth forms, compared with 20 per cent before comprehensive reorganization

450 E00 pupils aged 16 in 18 in state schools or full-time FE last year. Estimated peak of 600,000 in early 1980s, falling to 530,000 by 1990

Proportion of 16-18s staying on estimated to rise from 25 per cent to 32 per cent by 1990

Average size of traditional sixth form up from 72 A level pupils in 1967 to 79 last year

Traditional sixth forms in comprehensives: 40 per cent have fewer than 50 pupils. Less than 10 per cent have more than 150 pupils. 60 per cent of all 16-plus classes have 10 pupils or

Hands off

Warmings to rivil screams and palificious to keep out of the school entriculum were given at the abound conference of the National Union of Tearliers (conference reports an pages 3, 6, 7) and the National Association of Schoolmasters-Union of Women Teachers page 8

Brum battle

Clive Jenkins deaws conclusions for worker participation in universities from his recent struggle with mon-agenem at Birmingham page 2 The background to the conflict

Top secret Confidentiality—or confidence? James Michael hooks at the argu-

ments against keeping secret recards on schoolchildren

Life and death

Robin Wood reviews a resurrected masterpiece of the Japanese cinema

Religious books

Hilary Finch investigates the re-markable growth at this end of publishing.

Extra

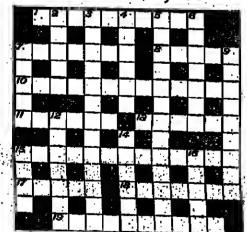
Modern languages

New ways forward—or, in one man's

I.enders, 2; personal column, Gerry Fuwler, 4; Sport, 14; Foreign news, 10. If; Letters, 12, 13; features: romanun core, CND, 16, 17; books: sluglag, Shakeepcore, calucollon, religion, ninlis, economics, 18-23; Talkhack: sixtil-form journellsm, integrated PE, human rights in the clussroom, 25; resources, 24; arts reviews: radio literoture, schaul plays, television, the Opcu University's "War and Society" series, 78, 79; matha teasers, crossword, firenk, 80.

Classified ad index paga 28

Crossword No 1,080



priest Lead'st

thot helfer fowing at the skies? (Keats) (5).
3 Good work et tha Tower (6, 7).
4 Don't take no for an answer (6).
5 Responeible for many a skiester of the ski

standing (5).

9 No stroke for fullid-ted swimmers (4, 5).

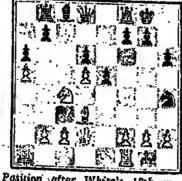
12 Affiction of polight Victorian ladius?

14 Stars of the Smith-field Show? (6). 15 Decoration of an old window (4). 16 Dodge and get away with it (5).

Solution to Puzzle No. 1.079

Chess

dengers luvolved is the following game which was played in the third round of the international tourno



las Transpasing to a sort of & Vhite is ready to ottack Blacks

More leiters, page 13

process became opporant and as offer white's 18th mave position of the wind staid opening such as the staid position of the wind staid opening such as the staid position of the wind staid opening such as the staid position of the wind staid opening such as the staid position of the wind staid opening such as the stay lopes and the Quesn's Bury Lopes and the President of the wind staid opening and the precept the staid staid the precept the staid of the wind staid the precept the staid of the wind staid opening and the wind staid opening that repeat the wind staid opening that repeat the wind staid opening that repeat the wind the precept the staid opening the wind staid opening that the wind staid poening that the wind staid opening that the wind staid poening that the wind staid poening that the wind staid opening that the wind staid poening that the wind staid opening that the wind staid poening the wind staid poening that the wind staid poening the wind staid poening that the wind Inhibited by the pour exchange they gressive teachers (in other unions).

that there has also been the user. Tal way in which the NAS DWT have dency. Now they make a formidule of Rate Succession been the user. Tal way in which the NAS DWT have dency. Now they make a formidule of the content of the conten Tell way in which the NAS/IIWI nave to hammering the extreme left.)
The the basel Grant settlement turned all the blante on to the NIT. With team in hammering the extreme left.) the the barsh spending cuts necess their usual skill at news management, the mass personified does not seem to have fally out the Government's stated association ensured plenty of ropy in the ness personified, does not seem to have organizers' course.

NUT unites to put the DES to the test

While the unless may squabble were replaced by Mr St John-Stuyas and between themselves, however, the nutable achievement of Mr Fred Jarvis as general secretary of the NUT in the twit years siure he touk over from Sir Edward Brittim has been in strengthen his mullerates and isolate his radicals. In this he hus been enormously assisted by Mr Max Morris's recent experience on the Damascus road. (For many years, as NUT pulilicity chief, it seemed to he Fred Jarvis's ioli na hehalf of the moderates, to put No comment obstarles in Mr Morris's path to the presi-

(c) Preferable was 10.

(d) And here, for the last the sexping rate increases a sum and any sexpine se Dispensation by taking the unlan down a peg ar two: much less easy to see why she does not now try to get the teachers on her side. The NUT have a greet reeponsibility to defend staffing standards and force leads to take advantage of the present availability of well-quelified leachers to ensure that e steedy improvement is resumed as soon as possible. Perhaps stronger measures to this end will be needed before Mrs Williams and the DES toke them seriously again.

Sex, drink and smoking: your pupils should know precisely what standards you expect them to attain and any rules you may institute in order to achieve them-from a ski purty

year (7)

8 Superior attitude of a rotarded fool [5].

10 To which due diobursements should be made (7, 6).

11 Prodigal provision

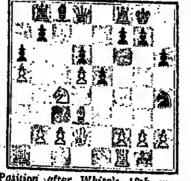
(6).

The King le the centra

The King le the centra

There are certain basic principles
of play in open positioes (i e, positions in which the contral lines are
opee, especially to the major pieces)
which can never be igeored. As long
ago es Paul Morpby same 120 years
aga, ar even langer, players knew
that to lesve the King too long
uncostled and in tha centre when
the King's fila and also the Queen's
file were open meast that the
monsrch was in deadly peril.

This was epparent in whet ano
might call the old-fashloned opanlugs such as the Scotch game, the
Vicina and the King's Gambit in
all of which White endeavoured for



(b) A new and quite effection niovo; usual here is 10. P.K.

@ TEM'S NEWSPATERS LIMITED, 1977, Printed and Published by Times New apapers, Lantted at New Printing Hebra, Square, Oray's han Road, London WCLX SEZ, England, Friday, April 8, 1977, Registered at 1 2 at the Post Office, Second-class postage paid at New York, NY.

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Use some discretion

all, in some cases, huring made up their minds in odvance not to con-sider individual circumstances. This has hugely increosed the cruciol importunce of two A levels, and the arbitrary divide which, when crossed, tokes a student into the There is no sensible public policy which ordains that degree and HND courses are olivnys good, while nunders are a sensible public policy which ordains that degree and HND courses are olivnys good, while nunders are a sensible public degree, non-advonced courses are always inferior. The case for re-tolning the notion of discretionary grants is that there is o wida range of courses which cannot be exactly equited, and it makes sense to re-ialn an olement of flexibility in the administration of the policy. But what Is now emerging is an even hursher inflexibility, and the general imposition of policies which ore against the public interest us well as the interest of individuals and helr families.
The point to which Mr Conper

ndverry on page thirteen concerno the notional student, aged nineteen, who is refused a discretionary grant to take OND or A levels et a college of further education. By ant making the discretionacy award, the least jok which needs doing, and only snyes the values of the grant. If the student centales uncomployed, he is.

Another letter on page thirteen draws attention to the absurd anomalies now proliferating in further education, where the application of discretionary grant policies by local authoritles and the rigid rules laid down for welfare payments combine to catch students in the croasfice.

For reasons which everyone knows, i.e.a.s. ore becoming much mare restrictive in their distribution of discretionary grants. It could be questioned if they are really executional in some cases, huring made up that the projection of their right and special regard from all of us and a special regard from all of us and a special from the rigid rules laid own for meifare payments combined to causiderable fees now considerable fees now that a support whatever. Meonitous theses.

I sm beginning to change my while, next door, the young man or woman with two indifferent A levels, keading for a paor degree in succonstituted in their distribution of a means-tested grant plus full that the projection given to decide the microstites and have de right and baye de right and have de right regard from all of us and a special regard from all of us an

tinn-means-tested grain plans full (inn-means-tested) fees.

What is the Department of Ednorman and Science doing about this belong the curtium and Science doing about this belong the curtium and Science doing about this belong the curticular of the privately. It is fair to ask the majority raport was that in highly unionised institutions of all kinds the curricular funcies and publishing stern criticular funcies and their own doorstep: the discretion is the lo.n.'s but, as will curriculant, the DES has a residual responsibility. Fot this is a genuinc in the way of individuals by bad regulations only bureaucrotic identia. A burning concern for the Great Debute lo un substitute lor the A burning concern for the Great Debate lo na substitute lor the

Change of direction

The case of the Chushire primaries of first possed at the case of the Chushire primary and the case of the case of the Chushire primary and the case of the case of the Chushire primary and the case of the c

A trend is a trend

The renercussions of Mr. R. W. Baldwin's Black Paper orticle comparing the examination successes, of the secondary education look like coolinuing. Arisities (bank page) puints out that the comprehensive will be average in the comprehensive will be averaged by the secondary education look like coolinuing. Arisities (bank page) puints out that the comprehensive will be average be averaged by the condigit have done with the treated for the schools as a whole. Between 1971 and 1975 the percentage passing five or more O levels has gono down each year (from 18.65 or 17.14). All the decline has been in the mount of the comprehensive schools of the comprehensive schools and the comprehensive schools and their disadvantages. It is not their description of the schools and the relations of the schools and the disadvantages are proposed to the schools and the disadvantages are proposed to the schools and the disadvantages are proposed to the schools and the disadvantages. The only reason to deny these consists of the schools and the disadvantages. The only reason to deny these course in the proposed for the specification of the schools and their disadvantages. The only reason to deny the action of the specification of the specification

Up against academic autocrat for action if . . . can clearly hear the clink of academic lurenucrats' shovels as are no adequate infrastructureo they start digging trenches around there, because the employers have a determined and studied and university in the original trenches around the original

cracy. I have always favoured the view that universities have a stecial

Debute lo un substitute for the spodework needed to sort out this kind of mess. To say nothing of the lumnic verintions in keyments for different sources available to 16 to 18-year-olds in school, work, job creation, work experience, meannloyment . . . sorting it out may be less glamorous, less calculated to hit the media, than flying kites about sixth-form colleges or designing new exeminations, but it is a low which needs daine and only which needs daine and only the law someone to report If there is an industrial dispute have to have someone to report lack to; what we need is demo-cincy from the lattom up." This orgument is transporcitly usincere and sulf-serving ond leoded for time-wosting defence. In the universities, however, it tokes

academic lurenucrats' shovels us are no adequate infrastructureo they start digging trenches around there, because the employers have their institutions to stem the on- a determined and studied and universard march of industrial denio- arrogance towards the nan-academic

Collective learnaining is still in its pre-infuncy in this area and in between the negatiations for improved toy and conditions there is less froternization than there was between the armies of General Holg and Kaiser Wilhelm on the first Christmas of the First Warld War.

There is an additional problem.

Christmas of the First World War.

There is on additional problem: there is a spite in acodenic disputes which seems in spill over and make sour whot would otherwise be normal industrial relations and consultative relationships in industry. This is made worse by the amateurism of an inany university authorities in the kurgaining of agreements. How these this stand to become corrected? Is there ony possible check by the nutside public, by the community or the consumer?

In the cose of Birmingham University It was clear that the uni-

In the cose of Birmingham Unlversity it was clear that the university canacil itself (with un iobuilt ecademic majority) was a mare appendage and okviously not fulfilling its purpose. There were individuals on the council who, by their experience and links with the Labour Muyement, knew that it was quite obsurd for the management to threoten to victimize the strikers.

But the university nuthorities did not; they threarened to victionize the strikers in circulars which ivere canlidentially put out to heads uf departments and which advised them not tu recommend nty striker for annual urards. This was compounded in the negalations by the quite insane proposition that thiso who had been on sirike should have less buildays in the concessions being offered than thiso who had not i

This account of the events of Birmingham may seem commrkable, and all I can say is that we actually have the drawness in our hands. have the ducuments in our handsalthough these naturageous proposi-tions have been allocarded and there la now a return to work on the bosts of ASTMS propositions made

there is the difficulty that there is there is the difficulty that there is the difficulty that there is the decline to mit it ready to act in more up the 20,000 londs with these mendane at the consultation of the decline of modern and the consultation of the decline of the d

Anyway, lu so many ode eenior and involved scadenic totelly excluded from a voice management. A vice-tancely excluded the control of the cont rector acting with the support her or his council is an DRACK oble authornt.

This means that the government of the sought now to be making a positions uhead of legislators in the country Council rearrangement provide membership for the micians, administrators, clerical ancillary stuffs who also are in the samoth running of other

to the smooth running of college.

I do nut exclude the historical rich or heavily endowed Oxiginality or heavily endowed Oxiginality or industrial industr donocracy (fer alme he eighteenth-century isburielassed looks as attractive as the nodel Greek city states. The helot ferhaps even helped by the Emphril Country Court of the country that the country the country that the country the country that country the country that country the country that country the country that country that country the country that country the country that countr march through their own in

Clive Jenkins is general states of the Association of Scientic, Technical and Managerial Stale. No place for strikes, page 4

The against academic autocross. Jobless: NUT ready Union to press for widowers' nledge on redundancies.

The National Union of Tenchers is the conference could not commit the union to act in more up the 20,000 union to action which could not be supported by all lobs are prepared to back it with industrial action.

Mr Max Morris, of the executive, taid the union's action committee would like to add it to the list of criteria for taking oction. But focts had to be fuced; the membership would not respond sufficiently to make it a success.

· As earlier left wing amendment An earlier left wing amendment calling for a massive national campaign of sanctions against cuts in public spending was defeuted. Tho amendment, from Westminster and Hull Associations, also wanted the equivalent of one free day o week for preparing lessons, and a bun on classes of more than 30.

Mr David Picton, Lewishau, for Mr David Picton, Lewishau, for the amendment, said the key issue was class size. "We hove waited a long time to get class sizes down to the sort of level in the ochools where wa can do the job properly. Privats will not appuiso this. They have the value of smaller classes to their children."

Mr Dewi Bonner (executive) said

Mr Jack Chambero (executive) soid the conference had a stark choice between reality and fantasy. the members. "This is u call to bring chaos to half the primary schools in England and Woles."

Earlier, Mr Morris warned the Government and local anthorities that the union would fight every cese of compulsory cedundoncy. "Wa have olready taken staps to daol with Oxfordshire where an authority which is a disgrace to a proud name in education the world over is placing in jeopardy the jobs of hundreda of teachers.

"I challenge Mrs Shirley Williams to ssy that she will not tolerate any local anthority beheving in this woy. And let her not fob uo off with flammel about not hoving the power."

Mr Morris siso said that the union did not regard folling colls as a justification for reduced staff-ing numbers. "Folling rolls are o chollenge in skeed up, instead of postponlag, primory school closses of 30. Where large classes exist, teacher unemployment is n vilo

Mr Paul Russell, Aire Volley, said there ought to be notinual campaign on closs sizes. Enormans unobers of teachers were propagated to be teochero were preparet to be

Mr Jim Murphy (executive) said be pr if the Aire Valley association ence, wonted to take action, the executive would allow them. But a national dispersal of the campaign would

pensions

A major change in teachers' pen-sian rules will be sought by the mion this year.

At the end of an emotionally thorged debate, delegates agreed that hosbands and children should be entitled to the pension rights of women reachers when they die. At the moment, only vives and children of men teschers get this benefit. Mr Bernard Silfleet, Bury St Edmunds, said this was a serious injustice. He would be prepared to pay an extra half or one per cent of his salary to put the mounty

Women poy the same pension contributions as mau—6 per cent of their salary. The change of rulco would probably mean that onother 2 per cent of poy would have to be deducted. Part of this could be met by employers who now con-tribute 7.9 per cant of a teacher's salary to the pension fund.

The union will olso press for retirement for men at age 60 and optional voluntary retirement at 55.

Delegotes called far a four-year troining course for oil teachers. Mr
Freak Harris, York, soid people
could talk about standards undi
they were blue in the foce, but
nothing could be done until there
was better teacher troining.

Meals cost study

An investigation into the Implica-An investigation into the implica-tions of transferring the cost of school meals, milk and transport to the budgets of other government departments will be carried out by the union this yeer. A report will be presented or next year's confer-

More conference reports,

pledge on redundancies

Falling school rolls and economic teaching jobs last October. "This is Falling school rolls and economic cuts would not make Isrge numbers of teachers redundant, Mrs Shirley Williams, Education Secretary, told the National Union of Teochers' conference in Eastbourne this week.

Cuts would not damnge the fabric af the service, she said. "I am concerned that some authorities have not found it possible to recognize with the same degree of priority is I would have wiched the overriding need to begin the expansion of inservice training, but wholesale closures of nursery schools and widesneed tescher redundancies are not specified in the service training, but wholesale closures of nursery schools and widesneed tescher redundancies are not specified in the same degree of priority is a service training, but wholesale closures of nursery schools and widesneed tescher redundancies are not specified in the glnomy forecasts of last sumnor."

Mrs Williams referred to the lotest Black Paper and the recent BBC Panorana programme un Faraday School in Eoling. "Of course there are weaknesses in the educe at the sumnor." spresd tescher redundancies are not in prospect."

The Government was making a four-pronged attack on teacher unemployment by reducing the numbers heing trained, retraining those
sultably quolified in the shortaga
subjects, offering early retirement
and increasing the number of
teachers needed by stepping up inservice training. Service training.

Of thane trained for teaching last year, 10,300 were still looking for

Puper keyond sowing that it was as usual heavy with partison analysis and light on practical solutions."

She celled on the NUT to help to change the constitution, role and structure of the Schools Council. She shared the council's view that it was no longer satisfactory to have two exam systems at 16 plus but whether e common system was practical was another matter.

it hard to cope but I do not think o highly tendentious eccount of a far from typicol school is the beoremistry to avercome such problems.

"I will waste no time on the Block

Parents wooed in war with DES

Parents and teachers were urged to stend together this week to protect the freedom of schools against state intervention. Leaders of the NUT told the union's conference that the Gavernment wanted to step into schoole and control the content of lessons.

Mr Som Fisher, executive, said the Department of Education and Science were olnister." The orrogence of the Department's civil servants is only axceeded by their

Mr Som Fisher, executive, said be Deportment of Education wanted to assert control over the curriculum. "It is the content of curriculum. "It is the content of the curriculum tbey ere ofter", he

Another executive member, Dr Walter Roy, said there was an ominous link between the "yollow book" on standards in echools produced by the DES for the Prime Minister, the Green Paper which will be published later this yeec

servants is only axceeded by their ignorance."
The conference overwhelmingly

possed o priority resolution on edu-cotional standards which deplored "unjustified and Ill-Informed ettacks on the work of the schools". While there was no opposition to "out-able monitoring of progress", the conference felt that improvements in resources were more important in raising standards.

Sixth forms of at least 140, says DES

nglish literature More letters, pages 12,

management problem
The and substantiolly go.

The and substantiolly go.

When are many HMA membets

Monight stand to loos their sixth

Monight stand to loos their sixth

Monight stand to loos their sixth

Management problem

Uniop of Teachers is most ourongly
represented amout teachars of
younger children. The majority of
the therefore stand to lase all contoot with sixth-formers if sixth forms
are hived off inth separate

Missan its own studies which pro
Ilshments, particularly to FE.

A level subjects: the top 20

ish literature

1174-75 in the summor and Sociology
1174-75 in ocdec of populatest published Religious knowledge Domestic subjects
1584 iterature
1174-75 in the summor and Sociology
1275 German
1285 Religious knowledge
1385 Domestic subjects
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1585 Octoor Science end vocational eubjects
1585 Control of the summor and Sociology
1585 Control of the summor and Sociology
1785 Control of the summor and Sociology
1885 Control of the summor and Sociolo Eoglish economic history Technical drawing Music Letin 3,571
Spanish
Among thu other subjects, 545
tnok metalwork (2 girls, both
passed), 621 woodwork (1 girl who
felled), 610 Greek, 650 Russlar, and

Rise and full of total 16-18 ogo

Current average about 1:10 Current average about 1110
DES figures based on overage
oomber of subjecto teken os 2.85,
overoge number of periods tought
by steff as 32 out of 40, ond that
classee of more than 16 are subdivided. Eight periods a week
ellowed for RE, PE and general
studies. Therefore, they estimate:
50 pupils teking 12 subjects produces a ratio of 1:7

100 pupils teking 12 cubjects praduces a ratio of 1:9 200 pupilo taking 20 subjects produces a ratio of 1 t 10

Subjects
The eight most popular subjects
(1975) do oot laclude any foreign
languages or technicel subjects.
French was ninth, German 13th, music 17th, technical drewing 18th, Latin 19th. Woodwork, metelwork and workshop-bosed sciences were

Sixth-form collegen
72 la 32 le.a.s this yeec; 17 more
have been approved.
Avecage size: over 400
Avecage A level group; 11.
Virtually ali open to non-A level

Tertiary colleges: 11

FE colleges

4,648
3,894
3,613
3,571
to rise to 250,000 by 1982.
2,614
About 390 collegee offer A level.
Average teechlag group: 11-12 for interest above to reserve these

others, 350 colleges offer OND; more then 500 offer City and Guilde. Addition 14,544 848 Italian.

ENGLISH THINKING a new subject

The mein purpose of lenguage skill is to communicete end to express one's thinking, it makes e lot of eense to develop thinking skills elong with lenguege

Fortunetely the style of teaching used in English depertments is very suitable for the teaching of the CoRT Thinking lessons, which provide e simple, besic fremework for the direct teaching of thinking ae e skili. The leesons can provide the content around which both written end orel lenguage ekilis cen be developed. The thinking processes cen eleo be applied quite essily to literature.

Communication without something to communicate is a vecuous exercise. The English essey hee elweye been one of the few placee in the curriculum that required the use of general thinking skills.

The CoRT programme ie the most widely used programme in the world for the direct teeching of thinking skills. It was designed by Edward de Bono, who hes experience of the sort of thinking required in industry, science end art.

r 1

Six basic pecke of ten lessons each ere now syalleble

Direct Education Services Ltd. 1 Aifred Street, Blandlord Forum, Dorset DT11 7JJ.

University no place for strikes by Virginia Makins

Terhnicians at Birmingham Univer- was prepared to solunit the dispute

Terbuicians at Birmingham University went back to work last week when back to work last week when back to work last week when the Association of Scientiff, Technical and Managerial Stoffs agreed to subinit a six months' dispute to a pinel of three medintors.

The long strike, which crippied the university's computed centre, was a test case about an agreement on holidays, drawn up between universities and unions in 1974. Bicmiogham considered the technicians were due for 30 days' holidays, ASTMS soid 35.

Mr. Clive Jenkins, the ASTMS

Mr Clive Jenkins, the ASTMS genaral secretary, gives his view of tha dispute, and the universities' approach to industrial relotions, on

approach to industrial relotions, on page two.

Both Birmingham University and the Universities Committee for Nonteaching Staffs, which negatiates with the unions, feel aggrieved at the line ASTMS bas taken over the dispute. Mc Ron Hayward, secrotary of UCNS, said "Wo believe industrial action has no place in institutions of learning.

"We sat up this machinery to do the job jointly with the unions. If wo can't settle our diffecences around the table they should be put to a third porty." The committee

were "typical Jenkins' sophistry".

Heads of department were naver instructed not to recommends strikers for annual increments. Recommendations for increatents were normally made in March, sud heads of department asked for guidence whet to do obout strikers who had been absect for six months. The university had told them to wait. "There was nothing shifter in this: if onything, it was done to defend the rights of the strikers."

Now that the technicians are beek as work, recommendetions will go forward end "probebly in ell cases e normel increment will be recommended."



Under concrete: Children from Sutton-on-Trent primary school, Nottinghamshire, play in a concrete Bedouin tent. It was given to them by a local

New safety regulations a 'minefield for unwary' New requisitions introduced under the legal attrast and protection of the legal attrast and largery, says Mr Petter an

Belfast you 'Tameside in reverse': to keep minister challenged on pro-grammar ruling selection

pressed.

"The thres gramm wanted their children tngether in demonstrate a more on the same school have kept Richard action, but clearly year in and disapproval an attack."

Tupt the traditions which the control of the control of the traditions which the control of the contro

THE TIMES EDUCATIONAL SUPPLEMENT 15,1.77

The Belfast Education of the series of the county countries of the series of the serie

stake was the comprehensive prin-ciple. He rould not understood how Mrs Williams could compet Leas to

action, but clearly view will way from school altogether for two and disapproval an attendance whole terms.

At primary level there are active with the traditions while terms.

At primary level there are active with the policy of esteem the commandation of the commandation with the present system, as disagnetic with the present with the present system, as disagnetic with the present with the present system, as disagnetic with the present system, as disagnetic with the present with the present system with the present with the pres Beilfordshire runnprehensive or that buy would be taken into one. Lord Denning said the parents of the long while the 1976 Education Act is will obey the low and give an undertaking to reorganize its social are school.

The unthurity mass action Act is while the 1976 Education Act is will obey the low and give an undertaking to reorganize its social are school.

Staff cuts may end school dinners

Adult council to be set up

L.e.a. pulls out of core project

Adult educationists this week gave a qualified welcome to the Government announcement that an adult of superior of the control of the control

State school head teachers wanted the Education Secretary, Mrs Shirley Williams, this treek that they may be forced to close their schools during bunch hours.

Some heads have already given official notice to their beat supervision of rhildren at lunching supervision of rhildren at lunching.

The National Union of Teachers and the National Association of Schoolmasters Bain of the Women Teachers have advised their means of a uncal; or to allow economy curs.

All Phil Bowden, chairman of the curs, are made.

The NATIT has tidd Mrs Williams that it is almost certain that o number of heads could be forced to close their schools for the whole of the midday break "since they can no longer discharge the responsibilities given to them over pupils about that the roll constitute time".

The Government hall three of heads for teachers.

The Government hall three of heads to the Department of the Indication hall three of heads to increase subsidies; to ment of Health and Soriol Security.

vant lo adult education in England and Weles. In perticular, it would primmote cooperation between the vurious bodies in adult education and review current practico, organization and review.

and review current practice, organization and priorities.

A full-time secretary, appointed by the council, would be on the staff no the National Institute of Adult Education. Approved edulaistrative expenses would be met by the DES within its direct grant to the institute.

the institute.

Mr Arthur Stock, director of the

come the unnouncement as a state

mem of intem. Now we are in a

Kingston still defiant

The one education outhority in England and Woles with no romprehensive schools at all—Kingston-upon-Thames—is in jell Mrs Williams, the Education Secretary next week that it will not raorganize its secondary schools until 1982.

Kingston is one of the eight Leas given six mouths by Mrs Williams.

visnry council for adult and continu-ing education is to be set up.

The decluration of intent which was made by Mrs Williams, the Education Secretary, to the Honso of Commons lost week, follows four years of heated debate about the merits of such a hudy. The council was liest proposed in the Russell report. given six munths by Mrs Williams has November to submit plans for going fully comprehensive. Mr Michael Knowles, leader of the Conservative controlled council said this week: "The time has come when we have to tall the Mrs. Williams report.
The Government proposes that it should consist of 20 members, including a chairman appointed by Mrs Williams. The membership would be drawn from the main interests in solub education is about this week: "The time has come when we have to tell Mrs Williams that both the Kingsom education authority and the majority of the people in this borough object most strongly to having an obsessional socialist dogon imposed on their children's educational system."

The authority has decided that while the 1976 Education Act is will on the statute brooks in its meterests in adult education, including local education authorities, the unirecall enrichted an abortines, the university sector, voluntary bodles, professional associations, the broadcasting world and consumers, such as the Trades Union Congress and mising beginning."—THES.

Kirklees hus withdrawn from the pilot cummon cora curriculum project started at the end of last year by Her Majesty's Inspectocote. The five remaining cuthorities nreceive remaining cuth 1982.

Mr Knowles added: "It would not be so bad if we did not have to put up with the hypoerisy of Mra Williams pluying games by pretending that she is concerned about standards in education, while in Kingston we know that she is dollhorately accking to wreck one of the finest educational systems in the country as the price for placating her bif-wine enemies".

Union to fight for Oxon jobs

The National Union of Teachara' eciden committee has declided to back, militon nethan by teachers in Oxfordahiro where more than 400 teaching posts ore to he last.

The committue teak the decision as Eastbourne and the re of the opening of the annual confarence. The county sold this week that one of the affects of the £4.8m cut in education spending would be the loss of 464 jobs, but that a "windfail" of £250,000 would now slightly reduce that number.

The precise impact of the £250,000 is not yet known but if all of it weto used in the currant year it would pay for 80 teachers jobs. The county recently discovered that

The county recently discovered that e nationally agreed teachers' pay award would cost lass than expec-

Maths bias

A first degree designed to ease the shortage of mathamatica teachers will star at the University of Manchester Institute of Scienca and Technology naxt October. The degree—a B.Sc. in mathemetics and education—will be taught jointly by the UMIST mothematics department and the university's department of

Next week

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power contrared on inconclaining to the contract of the contra

subsidy without state lines.

In no way do I wish you have enough witchmad a state of the control of colleges of one can be controlled to the controlled to

speek of "spirals of education of the present altarnative control of control one peper by threa of the collego of Universe as mony of those going the control of the college of the education in the North chose thase loval calleges (31 percent) compared with the South East (15.5 per cent), often because they were in rurel areas or within 15 miles of their bome.

Cuts in teacher education

Dishonesty on all sides about cuts -new president

Mr Gray told the attance conference of the NUT in Easthourne that one of the greatest difficulties facing the union was the "collective dishanesty of government, both local and national".

iocal and national".

"Never have ao many local Conservatives railied so endustastically to the harmer of a Labour government as they have aver the matter of cuts in public spending", he said. It was dishonest of the theorement to say that there was chaugh ment to say that there was chaugh minutes in the rate support grant to allow for the employment two years ago of all college of education leavers, or for maintenance of staffing ratios last year, or for the enployment of 2,000 teachers this year according to cover insertion trading the second to cover in service training. It was dishonest, he said, because the Government knew that local authorities ernment know that local authorities would react to ents in grants by diverting this money to other ends. Mr Gray anid it was o "fulse remedy" to core the nation's ecanomic ills by enting spending on education. "If those who propose the cuts were satisfied that all is well with education today and there is room for economy, I could understand thair reasoning. But the roverse is true.

wauld react to caus in grants by diverting this money to other ends.

Mr Gray and it was o "fulse remedy" to cure the nation's ecanomic lils by cutting spending an education. "If those who propose the came for economy, I could maderate is room for economy, I could understand thair reasoning. But the roverse is true.

"These are the very people who say that sil is not well: we need improvements, so wa simil spending an entertiels rises we shall reduces the amount of money available to buy them."

Examples at local authority irresponsibility were legion, he said, hut he siuglad our Buckinghamshire as o "startling example".

"In addition to the crippling cuts they are proposing for education, hay have taken the advice of their experts on roads and thay hove ignored it. They have been warned that bad weather could in the future cost them £5m in repairs if they neglect the roads now. In the face of this information they gambe on the English weather what chance have we when they come to gambles on children's lives and the educational future of the country?"

Local and authority irreduced by the current distortion that game of passing the molecular of the country?"

Local and authority of the country?"

Local and authority ware legion, he side the proposition that proposition they game of this information they come to gambles on children's lives and the educational future of the country?"

Local and authority of the country?"

Local and or serve the action of the country? "

Local and or serve the country?"

Local and or serve the co

Mr John Gray, new president of the National Union of Teachers, accused central and lineal government of public,"

Mr Gray hit out at Hughle Green, the television entertainer, for re-marks made at the time of the Balenmbe Street slege last year. Mr Green was reported to have deplared the fact that such things happened. But what could be expected with all the emphasis on comprehensive schools, he was expected to have added. reported to have asked

O How remarkable ", Mr Gray said. "At the time, the police had no real idea of the identity of the gummen, nor indeed of the numbers involved. Hughie Green apparance. ently knew which schools they had uttended. The power of the televi-sion quirmssier!"

Mr Grny said the British seemed to enjoy failure and were fixated by it. What was needed was un unsurge of confidence. Tenchers could help; they ware probably fostering confidence already to o greater event war any other treatment.

devising an educational form of the country?

Local and rational government played this game of passing the buck, Mr Gray said. If manay included in the rate support gram for one clear reason is used by local authorities for a different purpose we are one step closer to specific grants as we understand them, particularly if they were applied as percentago granta wera, but if this year it is in-service education name yeor it may be maintenance of staffing nombers, and the year after it will not heed the warnings it will not be iong before education is a national elevicot totally. Local government will again be the loser.

"Closer lavolvement, not more remote control, is the means by



National Union of Teachers conference, Eastbourne

Reports by Stephen Cohen and Bert Lodge

'Blundering intruders' warned

Ministers, including the Prime Minister, and DES officials were childized for their blondering intrusing into the childing service He felt relations began to deterior platform, Mr Reg Prentice the Market M

he declared there were times when s teacher had the right to tell laymen that he was the one to make

The eecond was when he said tho lest thing the Government and the cauld do for teachers would he to bring all class sizes down to 30. That third interruption—and thu loudoet applause—eanto when Mr Jarvis described Dr Rhodaa Boyson. Conservative spokesman un education, ae a "shallow, irresponsible, publicity-seeking politician".

He spo criteired the conservation of the council when the council we have the conservation of the council to t

He slso crincized the government for not walting for the Warnack committee to repart before passing legislation ralating to handleapped children in ordinary echools. And lie questioned the decision in the Devolution Bill to provide separate salary negatiations for Wales.

But he believed a record

Minister, and DES officials were called a series of their blondering intrusion into the education services in recent manths by Mr Freil Juris, general secretary.

The "Intrusion" had "dameged relations between gavoroment and teachers, Mr Jarvis told the cunterones in an hour-long speech which was interrupted three times by spilause.

The first interruption came when he declared the right to tell laymen that he was the one to make declared the right to tell laymen that he was the one to make declared the right to tell laymen that he was the one to make declared the right to tell laymen that he was the one to make declared the right to tell laymen that he was the one to make declared the right to tell laymen that he was the one to make declared the right to tell laymen that he was the one to make declaions.

The eccond was when he said the less sizes down to 30. The eccond was when he said the less sizes down to 30. The content of the cont

Mrs Williams ought to sny what sho had in mind for the Schnols Council when she said that the change in its relationship with DES meed not be incompatible with the exercise of professional judgment by teachers.

The proposed weish assurant sentences.

"This is ostounding and entered to which will affect so weith will affect so the exercise of professional judgment by teachers.

The proposed weish assurant sentences.

money' pay

THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

pelegates voted overwhelmingly to bollsh the so-called "dirty money" syments to teachers who work in chools in deprived areas. The droils in deprived areas. The system of social priority collaring after a debate on Monday raing. The executive proposed the payment of the allowances, the see worth £111 and £276 ofter years, should end once a Ban on National Front defeated

Previous conferences had profreedom ambiguous position for the intended an ambiguous position for the intended freedom to the inte for disadvantaged areas ahould be directed towards the echools ther than their staffs.

The union's new aims are far the money for books, materisls, and teachers in deprived schools, and a minimum national level of miling and equipment in social

The conference also rejected an amendment which would have cammitted the union 1a endorsing the strongly worded TUC resolution on racialism. Instead it massed an amandment moved by Mr Brim Lathan, of Manchester, which exphasized that the NUT's rale in combatting racism must be educational.

Amid noisy interpurtions from The union also traits a committee to be set up which will identify and delignate the problem areas. At the moment local authorities decidation they want only of their echools to be labelled.

to be labelled.

Teachers who are already recelying the allowances should continue to get them under a safeguording ruls which delegates asked for.

An amendment from Gravesham, which sought to pluve out the allowances over the acxt 10 years was defeated. The smeadacent would have done away with the enucepts of



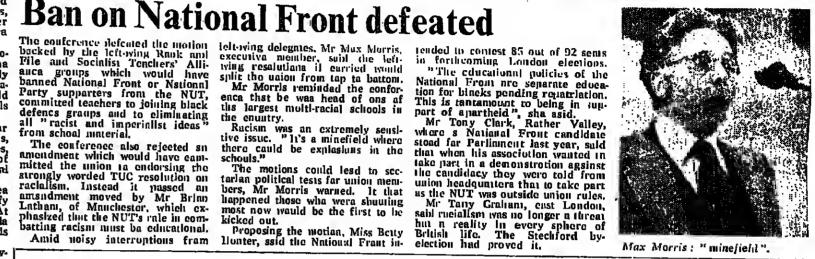


The pay rises acquisted last mouth in the Burnham committee twee ratified by the conference, despite the fact that the younger teachers were angry at the size of the settlement. The executive memorandum on salarios was also appraved. This piedges the union to support moves to return to free collective burgain in guild that without the social contract the contract were heavily defeated. Mr. John Haywood, west London, wanted the union to pursue on independent salaries policy designed to imprive teachers the union of decline directly attribundle to the social contract. Collaboration between the content and the TUC on independent was defeated. Mr. Golf Daywood, west London, wanted the union to pursue on independent salaries policy designed to imprive teachers the union of decline directly attribundle to the social contract. Collaboration between the union between the content of the social contract of the social contract contract were heavily defeated. Mr. Golf Paster, executive, said that without the social contract contract the cuts in education spending would have been much blager. The conference decided that any vanted the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union to pursue on independent salaries policy designed to imprive teachers the union the social contract on the social contract of the social contract of the social contract of the

debated.

A detailed review of the role the union plays in negotiating salaries will be carried out by the executive.

A detailed review of the role the union plays in negotiating salaries free collective bargaining, but not not ree for all ", he said.



Max Morris: "minefield".

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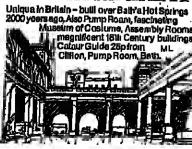
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SEETHEROMAN BATHSATBATH



mmittee to report before passing agistation relating to handleapped hildren in ordinary echools. And the questioned the decision in the Devolution Bill to provide separate salary negatiations for Wales. But he balleyed a worse fate awaied the education service if a Tory government were elected. Mr Jarvis criticized the Government were elected. Mr Jarvis said the casence of professionalism was that there were matter where it ahould and doos know best. "There are points at which the reacher is cnitited as a which there were such a body has a which the reacher is cnitited as a which there were such a body has a which the reacher is cnitited as a which there were such a body has a which the reacher is cnitited as a which there were such a body is a which the reacher is cnitited as a wild file teachers. In an obvious reference to by factorial times not exist in the Removal and the such activities of Education of Teachers Act." In an obvious reference to by in the ceachers Mr Jarvis and File teachers Mr Jarvis Switch to postal vote a 'victory for commonsense' Postal ballois with be introduced in alections for officials of the National Union of Exachers' 550 local associations. Delegates to the union of successed by the union of heart of near properly debated, in general elections, people emities and the process of decision making, in their armchairs and fill in the way, o vote cast on their dormats. They was not have facely the union of their dormats. They was a controversial paragraph." It was a controversial jasue which It was a controversial j



Call to isolate classroom thugs

Some pupils were so disruptive that they had had to be excluded from special exclusien centres, Miss Essia Codling, o Leeda supply toacher,

Moving a resolution for the establishmeot of special centres for disruptive pupils, she told of one boy whe had escaped from a reprimand from a teacher by teeping from a first floor window. The conference spplauded when sho said: "Perhaps the solution would be to teach them on the fifth floor".

Some parents implied that teachers were to blame for the Indisciplina and some local authorities and even some heads did net back their teachers. It was urgent that authorlties ahould provide centres to meet the special needs of these children. Teacher-pupil ratios should be as good as for moladivisied pupils.

Mr Eric Grimyer, principal teacher of Rose Hill Assessment Centra, Maochester, sald such pupils needed a teacher-pupil ratio of 1-2 or even 1-1. Thay would not improve If left in normal school conditions,

Mr W. L. Bonnen, London Borough of Hovering, blamed "a system rooted in soft psychology ond permissive, progressiva education arranged on production line principles—I mean comprehensivas".

Five or alx years sgo the NAS had tried to alert the public to the growing problem of violenco but they had met s blankot of indifference. It drew attention to the unreasonable strain it put on teachers.

Thero had, bowovor, been some reaction from l.e.s.s. In Inner Loodon thoro were new 72 spocial education guidance contres. Others had been established in Sunderland, Gateshead and Newcarla

Scorn poured on big brother

Britain's biggeat teacher union was to blame for the fallure of toachers to better their status and conditions, the aneual conforence of the National Association of Schoolmastora-Union of Wemen Teachers was dold in Torquay this week.

Without mentioning the union by nome, Mr Bernord Farrell, incoming president, condemned its domination both of the administrations and the Schools Council at the Schools Council at the same union that there was still no Teochers' Goneral Council.

The Notienal Union of Teachers has for representatives on the Burnham primary and accondery committee and the NAS-UWT has 17 members and the NAS-UWT four.

The NAS-UWT condense and the various committees. He doubted the relevonce of some of promote three and four-year projects financed at national level.

Brown general four carried the work of the Schools Council in the course of the sologilar to the same union that there was still no Teochers' different unions, and the belief that the Schools Council, that so representatives on the Burnham primary and accondary committee and the NAS-UWT has 17 members and the various committees. He doubted the relevonce of some of promote three and four-year projects financed at national level.

The NUT claims a membership of more than 236,000. The NAS-Uwr membership is approaching the representation for local curricular three councils of returning to the current revision in the council of teacher rapresentation from the various committees. He counced the relevance of some of promote the current revision in the council of teacher rapresentation from the various committees. H

new cult of violenco was reflected in our schools.

"Scorn and criticism provided the dialectic to spur us on. We promoted a number of successful actions to protect our members in the schools. Wo were responsible for a number of publications like Violence in Schools and its Trentment.

into restent after reading a semper report that a young women law had been floed £25 for cuts driving. Nine months after the a viction sho was told by the DES into action would be taken and

He then allscovered that the partment was still getting the partment was still getting the following the content of the partment was still getting the partment of the continuation of the practice by the DES.

During his campaign 10 grid proctice ended he said be included that since 1973 about the partment of the part motor offences not involving do und drink.

There had, bowover, been some reaction from l.e.s.s. In liner Loodon there were new 72 special education guidanca contres. Others had been established in Sunderland, Gateshead and Neiveastle. "Where l.ea.s refuse to face that overwhalming ovidence of acverely diaruptive behaviour we shall continue to exclude the militanta." Debate but amphasized that the supervised by profession. Proposing the oution, Mr Alan Poole, executiva, said it was right to carrigate unif, baling accepted in a professional responsion to pupils, omployers, l.e.a.s, industry, inspectors and advisors. But they, in turn, should also be acceptable and the they were sufficiently near the class from socondary schools. In some was a massive exedus from socondary schools. In some was nearly 30 per cent. "Mauy pupils of socondary age have don't discharga it competently. Some of our colleagues' standards are not high onough. Was should have oversight of the systam schoola."

'Shirley's sheriffs' keep watch

of the executive.

to remove from the liver the stotement that man provided to mainish a stondards.

trada union practice.

Opposing the amendment of the energy soid it would mean using are against both good and bad metrics.

There were leas which

maintained staffing staffing because they knew what the use would do if they failed. The least

Careless drivers a

longer reported

Reports of teachers' traffic offer.

will itn longer be logged it El beth House, said Mr Wallece In

a Newcastle Comprehence The a Newcastle Comprehence teach. He had been assured this is the DES in a letter on Amis Culling for a review of the muniforing of teachers effect and for discussions on with offences made a teacher unsufably for the job, Mr Tyrle sald he kans in the rest of the regular as a season.

He then alscovered that the

We all, of course, remember the time not so long ago when we were Bayliss, professor of general physiolell supposed to be scared stiff by egy at University College Landon, more than half a content. Members of the NAS/Uni net as "Shirley's sheriffs' to authorities which did un proper use of the many i to education, said Mr ship of the executive the prospect that the world would more than half a century ago, that fifty on take care of the culories the protein will look after itself." varion. Was there not a United Nations conference on food, with Supporting o motion ne-the union's policy of refac-direct action any cus in mr. Mr. Puole said some Least to remove from the mr. Dr Henry Kissinger there ut lenst

for the first morning? for the first morning?

For weeks afterwards, the newspapers were full of the news that supplies of food were short and likely to become shorter. Handwinging was particularly conspicuous about what people called the protein gsp—the difference between what was supposed to be the overage person's need of protein and the smount of protein actually consumed as food.

age person's need of protein and the smooth of protein uctually consuled as food.

Who, then, twould have thought that the protein gap would have been made to go unmy as quickly as it has in reality disoppeured? For now, if you take the trouble to seen even the statements about impending mass hunger put out by the pending mass hunger part out by the most scery organizations—you find so mention of the protein gap.

Have the farmers of the world done the decent thing, and beging to orient their production to the needs of the humon race? Or have the chemical manufacturers beging what has been an the cards for decides, and built plants for manufacturing protein out of untural pass or waste straw, or some order.

gas, or waste straw, or sooie other commonly available material?

It is nothing so drumatic. The resident and the protein gup has been made to goaway simply because the autritioniss have reduced their estimates of
the quantities of protein needed
each day to keep the average person
alve. The first reaction is one of protein gup has been made to go away simply because the antritionists have reduced their estimates of the quantities of protein needed each day to keep the average person also. The first reaction is one of unableyed pleasure. Is it not splendid that what scented to be a horendous problem is not really a problem at all! It is as if the domsday climatulugists had suddenly redized that the lee age would not be reluming the year after next, perhaps never. (the's second reaction is less pleasurable—of having been led up the garrien path.

The swings and roundalmuts of Schizouhrania is a subject to the second reaction in the protein gap.

In its way, however, it must continue the interior of pure with the inner cuntion by the albert overrily technological white elephons with which recent history is littered.

Although when the mutritionists have done is represented not by humilware but hy software, the consequences are exactly comportable. It is altered.

If it is vay, however, it must cuntion to represented by the cuncordo, or by the aller overrily technological white elephons with which recent history is littered.

Although when the mutritionists have done is represented not by humilware but hy software, the consequences are exactly comportable. It is yet unother proof that all scionless the subject of the protein gap.

In its way, however, it must cuntion to represented by the Cuncordo, or by the aller overrily technological white elephons with which recent history is littered.

Although when the mutritionists have done is represented not by humilware but hy software, the consequences are exactly comportable. It is yet unother proof that all it is a sit the control of the pure with the interior all the pure with the interior is the control of resources or exactly comported to the pure with the interior is the control of resources or exactly comported to the control of the pure with the interior is the control of resources or exactly comported to the pure with the interior or pure with the interior of resources or

been led up the garrien path.

The swings and roundedness of the natificalists' opinion are innocently reviewed in the British Nutrition Foundation's Bulletin 16 by the foundation's Bulletin 16 by the foundation's director-general, Miss Dorothy Hollingsworth. Briefly, the message is that there is no reason to lassit that people should eat one gam of protein a day for overy suggests of hady weight, or that people should derive from protein 14 per cont of their daily need in the people should derive from protein 14 per cont of their daily need in searcy (which knappons to have been face British practice during tho Second World Wart.

Instead, the argument now goes, it is inflicient that they should fullow

Science diary The practical implications are con-

Food for new thoughts on malnutrition

rice procued implications are considerable. Plans for manufacturing vast quantities of synthetic ediblo protein are no longer as timely as they used to be thought (which does

not mean they have to be sersuped, for the marker for unimal foeding-stuffs cannaining protein remains

as buoyant us every. In the develo

John Maddox



Neoded-a better understanding

e end. Many of them ere still in the psychiutric insplials, oud will be they die. But many others have oscuped this most pathetic fate in the past 15 years or sn, partly because the psychiatric hospitals hove come to recognize that incarceration itself contributed to the extreme deterioration of psychiatric pathetic pathetic panely because of the use of the drups known as phenothizzines.

people suffering from schizophrenia are now living "in the community" as the jorgon of the social services has it, and so the question arises of how the community should best respond to this challenge.

The first thing to say Is that schizuphrenia is by no means uncommun—something like one person in 2,000 can expect te suffer a schizuphrenic breakdown at least once in his or her lifetime. The disease is not necessarily chronic—some people (especially yeing people) may have just one attack and then recover. Those who suffer

store people (especially young people) may have just one attack and then recover. Those who suffer from the disease tend to be entotionally withdrawn.

The otiset of a schizophrenic uttack is usually marked by paraooia out by our ol hollucinations ("heuring voices"). The experience of the past fow years has allown that the symptoms of e first attack cant often be controlled aufficiently well by the use of the phennthizinea that at leust young men and women can be restored in a few mouths to a state of near-normality; with athers, alas, the symptoms persist in o diminished form, but raige in ererybody's mind (including that of the person affected) the fear of recurrence. And sometimes the drugs do little to holp.

Although the first of the pheno-

drugs do llitle to holp.

Although the first of the phenothiszines (the drug chlorpromszine) emerged fram a programma of empiricul (hit or misa) research, more recomby the development of new drugs has been guided by knowledge of the biochemical consequences of phenochlazines in goneral. Briefly, it seams that phanothiszines interfore with one of the neurotransmittars or chemical messengers in the brain, the material culled depantine. culled dopamine.

One inference is that the symptoms of schlzophrenia or the consequence elther of the excess production of depanding his some parts of the broin or by the hyperaensitivity of soma colls to that porticular moseonger, but this is only one of many poseibilities. For the time being, however, tha hypothesis appears to be a powerful sthuthus of the development of new drugs.

The question then mises whether the time is an far away when it will be possible to provide much more control of the symptoms of schizuphrenia, at least for o lorge and one would hope increosing proportion of those who suffer from the disense, much as in the way in which the arrival of lusulin in the 1920s made it possible for most diahotics to lead normal lives. To be sura that this will hopper with schizuphrenia would of course be rosh. But it is sociathing to work for. The question then mises whether

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N.B.

THE 16+ INQUIRY REPORT

The 16+ inquiry Report is now out of stock. The Times Educational Supplement much regrete thet, for reasone of coet, it cennot be reprinted agein.

UWT membership is approaching 90,000. The prospect of returning to Burnham te settle teachers' salaries once the social contract was ended was o acculsickening thought, asid Mr Farvell. "A negotioting body, one side of which has a permocent, built-in majority for ona .of its components is an anachroniem. The Teachers' Panel is dominated by one union whose policy always prevails." The full Burnham Committee had shewn itself totally incapable of resolving toachers' salarios in the years of the so-caltad free negotias. "The inner and elin 1955, 1967, 1968, 1971 and 1972. Tho satting-up of that and 1972. Tho satting-up of the Houghton Cemmittees in 1974 underlined the inoptness of Burnham. "No one tencher union ahould are in 1974 underlined the inoptness of Burnham." "No one tencher union ahould are in 1970 union of one union which has in 1974 underlined the inoptness of Burnham." "No one tencher union ahould are in 1970 union and one in the inoptness of Burnham." "No one tencher union ahould are in 1970 union and in the inoptness of Burnham." "Scorn and criticism provided the dialectic to spur us on. We promoted a number of successful actions to protect our members in actions to protect our members in the decident of a number of successful actions to protect our members in actions to protect our members in the decident of the schools. Wo were responsible for a tumber of publications like schools. Wo were responsible for a tumber of publications in the one of 1958, which led to the establishment of the Goleral Megistration Act was needed on lines shall schools. Wo were responsible for a tumber of publications to protect our members in the decident of 1958, which led to the establishment of the Goleral Council is a shall be schools. Wo were responsible for a tumber of publications to protect our members in the decident of 1958, which led to the establishment of the Goleral Megistration Act was needed on lines a minior to the dedical Council is a chools. The fact of 1958, which led to the establishment of the

Accountable, but keeping the upper hand

The conference passed a rasolution welcoming the current interest in children bohaved it school, ond children bohaved it school, ond laspectors and advisors should show they were sufficiently near the class-

Research into Teacher Education conference

About 50 a year of the reported were put upon list. This meant that they were dist. fied from reaching subject to a sequent rayiew. His resolution was adopted

How to stay on in-service training target The Govornment's commitment of term courses at Bulmerabo. Yet if grated academic study with leaching Council for National Academic places, to in-service training was chere for io-service training that 20 Mr. Clayton thought varying patchallango to give more importance

20 per cention of teacher training was more ambitious than any other country had attempted. Mr James Fortar, principal of Bolmer's a College of Education, Reading, told a confarence of the Committee for continuative or fine and the configuration of the Committee for incommittee for Research Into Teacher Education isst week.

Speaking at Keele University, he said: "I am determined to hold on to that 20 por cent and to find as many ways as possible to offer that resource to the schools." But in that present economic climate colleges planned to continua as many ways as possible to offer that present economic climate colleges planned to continua as meany ways as consultonts very oil being working at schools, taking part in achool-focused programmes, or account the courter where provision as listing as consultonts very oil being working as consultonts very oil being working as consultonts very oil being stried.

"Certainly you can forget resl-dondial courses for the next three years at least", Mr Portor said.

We have had to fold up our short.

Mr Geoffrey Crump (above) the hire, has been appointed ch ter, Mr Dorrick Williams, ft. lu protost losi October to take lower paid job. He object Avon's version of the con Bert Lodge | management system of rul

Study to investigate sectarian schooling

This study, the first of its kind,

A major study of the effects of demonstrational and interdemminational schooling is to be carried gious orders and in which mombers of Ecomenics.

This study also size a first line of these orders of the tenching stuff.

The main difficulty arises in the have river own organization—the

This study, the first of its kind, and take one group of young thing educated entirely in denominations and schools and onother thousand schools and onother thousand schools and onother thousand schools and onother thousand schools and will ottempt to assess the effect that their schooling has add on their religious and social situates.

The investigation forms part of o The investigation forms part of o to secure places on the new council by block voting. This is likely to be by block voting. This is the property to be to secure places on the new council by block voting. This is the property to be to secure places on the new council by block voting.

investigation forms part of or decent in the programme of research cost by block voting. This is likely to be unpopular with ASTI members, which as tho major secondary school teacher who major secondary school teacher union, their members would have the right to elect all the relevant the couchl.

By planning to extend that elect the roll that the eachers, who felt they were being denied to section, the relevant the r

Irish diary



Association of Post Primary Teachers of Iroland—but, epart from holding an autual conference, it seems to hove limbe function, and does not taka part in any union-type activities.

Spokesmen on primary schooling reacted aharphy last weak to publication of government statistics which showed that the cost for

Department of Education.

In socondary scheols, which ora private institutioes, the school owners and monagors frequently ask for voluntary contributiona ef anything up to £20 per pupil esch year to cover tha cost of extro fscilltles and, somatimes, of axtra toachora. At third loval, of course, uciversity fees often hava to be poid as wall as tha cests of board and lodging for studants who are living away from home.

Tha conferences of the major taacher unions took place this Esater in an atmosphere of some deproasion coused by the foct thot the Mjulster for Education has indicated rather plainly that little if any extra money will be available for education in the coming year. The ASTI were discusing new proposale for school managemani boards which have emerged from discussions between union officials and the Catholic bishops. Originally, these 10-momber boards were to layer six nominees of the owners and managers, two elected presents and managers, two alected parents, one teachar ond one member coopted by the other alne. The ASTI rejected this formula and threatened to go oo strike if boards of this kind were introduced

boarda of this kind wera intro-duced.

Aftar negotiotions, tha tenth acol on the board is now also to be offared to the teachers, end this is tha basis of a now proposal which will probably ba balloted on by tha ASTI. Another perenelal tople was the proposal for a merger believon the ASTI and the other major second-leval union, the mejor second-leval union, Teachere Uulon of Iroland.

John Horgan



Competition

by John Dunstan

'rigged' marks

M Prekufiev, the Soviet Minister of Education, has just issued e

circular outlawing acudenile compatitles within Sovier schools and for-

bidding the use of the average rato of pupils' attainment as un ladex for ing the school's performance.

la the Soviet Bulon children's

work is assessed on a five-point scale with three as surisfuctory. In

setting planned targets, the educe-

laid stress on the steady improve-

flected in their nurks. Thase ere

ol tegular reports in local education which have sometimes

According to Soviet press reports this has had muny unfortunate con-

sequences. Heads have evidently ben under great pressure to peint

as bright a picture us passible and

education authorities have laid down

sorms of quality, defined as the percentago of populs with fours

Mark Webster reports on how an ambitions French scheme for lifelong learning is running

Not so permanent education

The National Educothm Federation (FEN) which represents over half a millium teachers listed adult education as a top priority when it published its plan for education. The FEN domanded the right for each employee to take two years of passischool education at some time in its working life.

It is a demand that is likely to go uniteard, judging from the lark of response by the government following the fifth maniversary of the law governments end professionnelle. The law, massed in 1971, made provision for workers in 1971, made provision for workers

in 1971, mude provision for workers from all walks of life to follow currses aimed at improving their social position or benering their chances of u job.

The term had e double objective: to allow the expression of personal aspirations and to unswer the needs of the employer and the labour market. The eash for the scheme still comes from an obligatory contribution from each employer equal to 1 per cent of his total wages bill plus government add. Anything the employer does not spend on his own employees goes into a central fund.

tend fund.

Initially, the idea was greeted with corbustasm by unions and employers but crucks are shuwing in the operation which the government is proving slow to repair. The amount of money coming from industry has stagnated and lucqualities in the opplication of the scheme to different types of worker have not been trouch out. The situation had resulted in growing cynicism from the workers and discontent from the workers and discontent

grew from 1,050,000 in 1972 to 1,770,000 (17 per cent of the active population) in 1974. Over the same perind, the state's contribution went up from 1.4 thousand million francs to 2.8 thousand million francs.

The government takes heart from the results of an opinion poll it com-missioned a few months ogn which showed that four opt of five French people were aware of their right to leave of ubsence for further training. Due in eight said they had taken advantage of the apportunity.

But the rosy picture suffered a subde alteration after the Seventh Plan relegated the post-school education of odults to secund place, giving No 1 priority in finding work for school lenvers. It maintained its insportance only because it was seen to a proposity us a potential answer to growing unemployment.

The situation is especially grim for the job-sacker. Only 3 to 5 per cent of those looking for work have been able to quelity for some sort of truining scheme, which is 164,000 out of e total of 2,600,000 requests for work registered lost year.

Part of the hleme is put on the shoulders of public bodics which organize many of the training courses. Organizations like the Association Nationale pour la Formation Professionallo des Adultas (AFPA), founded 30 years ago, receivo 80 per cent of public funds for adult education but provide mily 65 per cent of the training. In 1975, AFPA took on 65,000 stagiums from 230 different jobs.

The biggest problem is finence. The combined contribution from state and employers topped 8,000m frances last year but the number are for from sotisfied. They want e new law making it easier for a worker to toke paid leare of absence for a training course.

see the employere' contributions gradually increasing from 1 per badly off compared with private cent of their wage bill 10 2 per cent by 1976. In fact, the figure reached 1.63 per cent in 1974 and went down elightly the following your.

Nouethcless, the number of workers benefiting from the scheme



salaries.

They do not, of course, corry to stoff following a course to 2 per cent at any one time. This has meant that firms employing hetween 10 and 19 omployees use only 0.6 per cent of the monoy they must speud on their own employees while a firm with over 2,000 employees spends on average 2.57 per cant of its amount wage bill on such raining.

An ogreoment was signed last

agrees to pay 12; weeks' wages but oo expenses.

The two higgest union confederations, the CGT and the CFDT, refuse to have anything to do with the agreement which they considered dorisory. Their maio complaint rests on the fact that the number of manual workers boping to obtain a professional qualification lins dwindled because the avenue training course lasts twice as long as their maximum wage entitlement.

In addition to the other disparities, the worker in a email firm is fur less flikely to follow a training course than his colleigne to a big entongrise. In firms with under 50 employees only 5 her cent qualify for courses whereas in thuse with over 2,000 employeus 30 per cont have banefited.

Twice as many staff banned after

jobless predicted

West Germany's teachers' trade union, the Generkschaft Erziehung and Wissenschaft (GliWt, expects to strength of the German (additional trade) and wissenschaft (GliWt, expects to strength of the German (additional trade) and wissenschaft (GliWt, expects the German (additional trade) and wissenschaft (GliWt, expects the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and wissenschaft (GliWt, expects of the German (additional trade) and the German (additional trade)

meximum of three years and usually offer only half or two thirds of the normal weekly number of teaching hours with correspondingly fower

Such expedients have been severely criticized by the teachers' An ogreoment was signed last year between the employers' federation (CNPF) and some of the unions. The new pravisions noke the employer responsible for paying expenses (lodging, transport, etc) for courses totalling less than 500 hours, plus the wages for the first four weeks. On courses lasting lons ger than 500 hours the employer pensionable and in the end of the agrees to pay 121 weeks' wages but so expenses.

manent appointments.

It is folt that many abler members of staff will wish to take advaninge of the arrangement and this will open up vacancies for training

The problem of tencher memployment is busically an economic one and the teachers' organizations themselves have put farward a variety of ideas for easing the stim-tion. Several of those have proved highly controversial, even within their own ronks.

from Mario Modiana

Greek strikers go back

dost September's figure of 5,250 maemployed teachers in almost double
to about 10,000 this year. Another
20,000 are likely to be an shorttime.

To prevent the inbless total rising
still further most Library are increasing the masher of temporary
approximately on the property specified. would be enough to come salaries of 35,000 add

A more complicated schembeen ndvocated by the Markovaned by the Markovaned by the Markovaned Money are particularly unfavored Nearly 12,000 classes common than 35 pupils and over like thildren are plares ovailable for the make plares ovailable for qualified teachers new man would spend 10 hours a week markovaned and 18 hours attending seminary and 18 hours attending seminary fact their first year.

their first year.

In the second year the provisions would be 16 hours and I hour for I have a few of I hour for your for corn and 84 per cent of it omount. The Bavarian Maisry & Education has raised sevent objections to the stheme both on less them.

tions to the scheme both on less and practical grounds. The GRW has put forward too (good) and fives (excellent), and teachers have felt obliged to push The GRW has pur forward the prediensive set of proposels with underline les reputation of beig underline les reputation of beig cone of the nuire lett-wing of west German trade unions. Its presides, Herr Brief. Frimer, maistains his most Limder have sufficienteires from fast year's budgets in usper affiqualified applicants for techniq posts. Additional lands for considing uncomplayment generally sold be raised by higher taxes of the union profits, the removal of urpfuress profits, the removal of urpf This is now considered to be unfeir to young people. They essume that their high murks ut school reger success in the compositivo acs examinations tu higher or secondary technical education. But if the marks are linguis, they are rudely let down. Sinch a practice briogs schools into a screputo and so the majority of good and conuess profits, the removal of urper vileges enjoyed by farmers, on it

sciention leachers come under sus-picion 100. But the shortenolings of their less while collectures are defence expenditure and a super mentary tax on any individual values income exceeds DM35991 camolinged.

These performence criteria, it is felt, cramp rim current campuign to rise the level of young people's knowledge. They also hinder the and improving the ideological and "appringing" functions of the thool.

Rhool.

The Soriet Ministry of Education has been conterred about this fur some line and last summer Issand a securion painting out the nood seemeth wider and more sophistically criteria for evaluating e wholls work. The prescot circular tefors to that document and asket it clear that its recommandation are to be regarded as moodater.

The document does not stote in his precise way the new yardsticks are be applied. But it makes cleer that here should he a move from eastlative to qualitative considerations. Children's work will continue to be assessed on the five-point take and this must be done residently and responsibly, but the inhims that has of an attended making to be eliminated.

This, at least, is the intention. It is allocated in the cooliness of the cools articles a good doal and to ensure that heads play fair by their staff. If they do not, the sale responsible.

ber's will be supoliated by the Edin cettom Ministry.

The coulouf will odvise the promption of the suport of the

Revised Nuffield Chemistry gets its Options together

A series of new option booklets forms the pupils' material for Stage III of the Revised Nuffield Chemistry course. They contain all the experimental details and background reading between the same covers, providing a real advantage over the separated materials of the first edition. They give pupils an opportunity to put into practice some of the ideas and techniques that they have learned in the earlier stages of the course. And they test pupils' ability to think and work independently.

Stage III is the culmination of a thorough grounding in the thinking and methods of modern chemistry, in Stage I, pupils of 11 to 13 become familiar with practical work, supplemented by background reading from the

In Stage II, pupils are introduced to some of the central concerns of modern chemistry. In this part of the course they will have two books of their own to use - the Handbook for pupils and Chemists in the world (Both these titles will be needed for Stage III as well.) They reflect the increased emphasis we have placed on the social and applied aspects of chemistry maintaining our essential aim of 'education through chemistry'.

By the time pupils reach Stage III, their individual abilities and preferences will have become clear; and so we have introduced an element of choice - either to study a topic already covered in greater depth, or to try something new.

There are eleven Options in Revised Nuffield Chemistry. One of these, Geochemistry, is described in Teachers' guide III. The other ten come in the form of separate booklets. Pupils are expected to take two Options for the examination.

The ten titles are:

7 Periodicity, atomic 1 Water structure, and bonding 2 Colloids 3 Drugs and medicines 8 The chemical industry 9 Analysis with a purpose 4 Metals and alloys 10 Historical topics

5 Plastics 6 Change and decay

Each booklet is attractively designed and fully illustrated. A special emphasis has been laid on the relation of the work to everyday life.

Each booklet includes:

an explanation of the main idea, written in a style to suit pupils working on their own:

instructions for experiments, including a list of the apparatus and chemicals required (sometimes the instructions are precise, but at other times pupils are asked to make their own plans);

general reading, about the applied, social, and historical aspects of chemistry, in the style of the original Background books:

tables of data, to supplement, where necessary, the data section in the Handbook for pupils:

questions and exercises to direct the pupils' thinking about the theory and experiments, and to encourage further library reading:

review questions and essays, usually in the style which might be used in public examinations.

The booklets should make it easier for teachers to allow more individualized learning, with pupils in the same class making their own choice of Options. Equally, the booklets will be useful if the teacher chooses the Options, and all pupils do the same work.

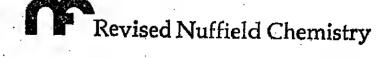
The Options booklets are being published at the end of April by Longman Group Limited - Resources Unit, York,

Teachers' guide III (which contains the commentary on these ten Options and also a chapter on Option II Geochemistry, for which no pupils' book is provided) will be published by Longman Group Limited, Harlow,

Also to be published by Longman Group Limited, Harlow, are:

Handbook for pupils, Chemists in the world, and Teachers' guide II,

Experiment sheets II is already available, as are all the materials for Stage I of Revised Nuffield Chemistry: the Study sheets, Experiment sheets I, and Teachers'



FA

Grass-roots advisory body set up

from Dalbert Hallenstein

Mora than 70 per cent of itnly's millon school omployees voted lost month to elect reprosentatives to the first National Education Council. The council is part of an eluborate system, set up in 1974, to democratically decentrolize Italy's monolithic school lancourage,

The National Educotion Council
The National Educotion Council
coustats of 60 members elected from
teachers, school workers and
administrators. A further 11 mombers will be appointed by the Education Ministraction.

More teachers 'go absent'

from Mike Duckenfield

On overage one in eight teechers was ebsent from school last year compared with slightly more than one in 11 five years ogo, occording to a recent report from the Central Statistics Bureau.

The bureau's annual spot check halfway through the second of the two school terms, lest March, which is held to be e good hidicator of yearly trende, showed that 12.4 per cent of Swedon's 122,600 tenders were near transport.

cent of Swedon's 122,600 tenchers were nway from work. In 1970, the figure was 9.8 per cent.

While sickness only pregenacy continued to account for most absences, the overall incresse is mainly doe to the rising number of teachers taking subsidized leave of obsence to study or look after their young children.

STOCKHOLM

Major growth has been in the recruitment of special education teachors, numbers of which have risen 125 por cent so that one in 12 of ell teachers now fall in this cotegory, subject teachers in upper secondary schools and the last three years of comprehensive schools (up 147 per cent) and in teachers of procilcal and vocational ambjects (up 24 por cent).

OLM
The survey also reveoled that their poy claim would be lated in oew uniform pay-scaled for civil servants which will come that their poy claim would be lated that their p

grant all civil servants overtime pay offer July 1. This would be incurporated in the pay-scale increases.

Thosa offers were substoutially the same as the Government mede when the strike hegao on March 2. During the strike 90 per cent of the 1,200 state secondary schools in Greece, which coupley 15,000 teachers to educate 500,000 pupils,

ATHENS
A 30-day strike by state secondary school teachers has embed in victory for the government.

The Pederntian of Secondary

Priveto school owers had threetened to replace the strike with the hundreds of graduates stata training colleges who remu

. And in Spain, too

were closed.

The state teachers cloimed that they received less than their shero of the number of school heads, mainly ont smaller schools.

Continued sex differences.

from James Connell

The Ministry of Education told conflicting.

Study sheets,

LETTERS

I saw Faraday launched into trouble

to replace. "New presider mus to become oil priest will large."

All major appointments in Faraday were made from within the borough. In the early sixties the borough. In the early sixties the struggle alone.

of the comprehensive Image had great appeal, and at the very least the local uniharity could have seen the calibre of the candidates the country had to offer.
Instead, local people of limited ex-

Problems, which have now become common knowledge, soon uppeared. A factury-like structure was created in which the running of the muchine became paramount. As new grades, titles, faculties, responsibilities and other aspects and terminology of the business world were introduced, the closs teocher opproximated more and more to the status of factory hand, farther and further from top management and may real

struggle alone.

So, too, after early enthusiasm, did the visiting parties of foreign educationists dwiedle user, os did real contact between school unit the substitute of th

perience, unsure of the comprehensive ideal and mowre of trugunizational problems to come, faund themselves in a school plumed on a far lorger scale than they had ever the same type of examination of the end of the road. The ataff were ellocated to this end other schools in on outcoratic manner. This source relations with the numbering a life to the semblance of universal academic success, pressure grew for the creation of an examination system cortrolled from manner. This source relations with the nuthority as ilid the treatment inforded to the displaced heads of the extinguished second-try modern schools. From the first, the omens were poor.

Problems, which have now become common knowledge, soon unpowered.

At Terraday According to the creation of an examination system correlated from within. Thus the solving of children against the standards of external independent bodies could be avoided, and a true appruisal of the comprehensive schools' academic status made impossible.

in fuctory hand, further and further from top management and may real involvement in policy-making decisions.

Experiacced teachers moving into new positions and so teoching lasa, were the very taachers needed most in the year adventage. The school organization locked the flexibility to respond quickly to the new demands. Mony of the West indian

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Sir.—The story of Faraday Comprehensive and forger and

was, to say the least, questionable. There was little doubt that the

relieve pressure on oil Ealing orcos.
Soon porents ocross the borough became oware of Faraday waining to take the leftovers from more favoured schools: Faraday still struggling to find its feet was not helped by receiving modified ron from antagonistic homes. For the sake of the school out that children, this easy option of using surplus capacity to take the nyerflow from other orcas should have been resisted.

When the three incomplis were combined, only Acton land compress.

combined, only Acton and compressive education, though it was gleor that soon, this system would be universal in the new Enling. The authority had no wish to hear criticism of a school representing the system of education it was about to

national characteristics and tensions to deal with.

The organization of the school responded as slowly and as minutely as with the West indian pupils, and a apart from the employment of the udd teacher to help with the montes was given to the needs of these children.

The educational justification for submining the Indian and Pakistani pupils to nearly two hours' troveling did ling each doy across tha borough until to a school oatside their neighbourhood and without sufficient numbers to deal with their matters and its continuation to the needs of these children.

The educational justification for submining the Indian and Pakistani pupils to nearly two hours' troveling did ling each doy across tha borough to a school oatside their neighbourhood and without sufficient numbers.

The committee to examine the problems of school discipline or examines have been offered, and with the authority vielded to pressure and formed a submutics specialists who had attulies as part or in of their graduates were the present. Na submittents to the present

was, to say the least, questionable. There was little doubt that the arrangement was designed for expediency rather than to serve the true needs of the children and the school.

Once this police was mionted for the immigrant children it become fotally easy for it to be used to relieve pressure an off Ealing orcos. Soon porents ocross the borough between parents and our condemnation of further than the school of the sch note for this view to become too fushinnable. The story of Furnday suggests that it is going to be easier and more reprareding to fit the contprehensive to this child secretary has a department. The compactor than view versu.

Sir,-The readers might interested in the number and o position of applications the el received for a past reconly see tised in the TES. It was for any maries specialist Scale I capali teaching computer studies t schnul received 31 application they were:

15 non-graduates with sp nothematics training 2 graduate engineers

Must of the graduates were a mutics specialists who had com:

This school is a too-form at custom built, mixed, SPA, coast hensivo schnol tenching Site Mathematics Project through mixed ability system of organism

No department

Sir,-Unfurtunately, in the mid "When did you last see your cour tion officer" (Murch 25), the is not prepare the minutes of the ste sonnly do not consider it expenses or cumbersume.

It does, indeed, gire very the able, in fact essential, service to my department, and to the store tion commutates itself, to 8 range at important affairs such as legal at vice (a rapidly expanding field these days), specialist research and management services, public reli thans and pracedural matters. W. H. PETTY, County education officer, Kont.

After that maths job

THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

Recently I examined the sterring and Burcham goints shuation of three schools of ubout 800 pupils each and my own of 1,900 plus.

This showed that the three had 1.33

Burcham points a member of staff,

Complaints about discipline from

LETTERS TO THE PARTY OF THE PAR

Sir.—The latest scapegonts lit the Great Debate scein to be the head and his senior colleogues who do not teach or, at best, do not teach struck as others think they should. The cry is that these "good teachers" have left the classroom and are now "administrating" end performing clerical work.

Not only heads and senior teathers have left the classroom. Sometimes, after often only minimal classroom experience, some teachers leave schools to become college of edication and university departinent lecturers, advisors, HMfs, administrators, an deven eventually the education officers.

In our school had 0.97 points a member of stuff. Both were hased universe hased on the maximum points for the Burnham subgramps.

For every deputy and senior the three schools there were 209 pupils, in the larger school and senior in the three schools there were 209 pupils, in the larger school and year and senior were 209 pupils, in the larger school and year and senior the staff may be in receipt of above the staff may be in receipt of above and administrators could speak to their in the staff may be in receipt of above the above the staff may be in receipt of above the staff may be in receipt of a

the education officers.

fem oot so naive as to believe that educational administrators are engaged on trivial innek. Nor would I be so objectionable as to suggest that they should quit their offices and belp out in such hard pressed sections of their domain as the sections of their domain as the standards.

Heads and senior staff are not bogged down with administrative ond clerical work in the main. The real time consuming problems are:

Developing of management, human relutionship skills to enable institutions to work more efficiently and we hope produce higher standards. Heads and sculing staff are not bogged down with administrative and clerical work in the main. The

sections of their domain as the repairs branches.

No, the situation as administrators well know, is much mora complex. The present spate of head bating teems to be based out two current myths. The first that large schools have large hierarchies of non-teaching teachers—proportionately more than in smaller schools. Second, that he tasks which heads perform are "administrative" and "clorical".

The present spate of head bating teachers of whom there could quite easily be 20 in a large school. The problema of probationars brought out in the recent Panoremn problems of probationars brought out in the recent Panoremn problems of probationars brought out in the recent Panoremn problems of probationars brought out in the recent Panorem problems

Myths amid the head baiters Gulf in comprehensives

Sir,—All practising teachers must surely take exception to the remarks made by certain heedinasters, quoted in your article, "Top teachers say they don't waste time" (March 25).

If Mr Stuart-Jervis were to teach for 34 periods a week, every week, across the ability range in a comprehensive, he would not claim that "the safest and nicest place to be is in a classroom". Many classrooms are not nice, same are not entirely safe.

Even more disturbing is the offen.

administrators could speak to their colleagues in social services departments and encourage greater liaison with schools.

Dealing with the ever growing torrent of paper from "the office". It is not all of a clerical nature and Poron 7 is not the unly return which raquires the attention of senior staff. One recent retutn required 26 hours of senior staff training and guiding role for all staff. There is also tha problem of absence of teachers from classrooms on examination work including panels, moderating, assessing, and exomining, etc. tha ac-celled "edmicistrative teem". 37 Southlanda Grove West, How can a head lightly equate Keighley, West Yorkshire.

moderating, assessing, and exomining, etc.

Surely we do not employ senior staff for the sole parpose of teaching but to employ akills of different kinds based on a suund background of teaching experience. If educational administrators can reduce some of the problems mentioned, no doubt sanior teachers would be able to teach otore, ft might also he botne in mind that the people curtently under ottack are in meny cases those hardest hit hy the pay cases those hardest hit by the pay K. LAMBERT. 159 Monmouth Drive, Sutton Coldfield, West Midlands.

work-louds, it is difficult to accept that, even in a large achool, the flood of paper work and administra-Even more disturbing is the offensive statement of Mr Michael Mar. land: "You don't get £9,000 a year to stand in front of 30 pupils." This remark reveals a serious lack of eppreciation of, even contempt for, those who still toll in the vineyard. It Illustrates the gulf which has opened up in comprehensives between the ordinary teacher and the ao-ceiled "administrative team". How can a head lightly equate work-louis, it is difficult to accept that, even in a large achool, the flood of paper work and administrative duties is so great that three or four people have to virtually abandon the classroom in order to cope. Full-time teachers take a great deal of work home in the evenings and at weekends. Are school administrative teachers. Full-time teachers to cope. Full-time teache

What about secretaries?

Sir,—From your article on the suggestion that top teachers should spend less time on odministrative work, one could be forgiven for ossuming that school secretaries do not exist. Perhaps TES could make o spot check on assorted achools to find out about the duties of that secretaries? You wou'd find then that in most secondary schools in this area it is the secretory who fills in the forms (including Form 7) and also carries out other work which requires even more brain power!

It is a source of discontent to many school secretaries that, although a head can recommend responsibility allowance for his teoching ataif, he connot do no for bis secretarial staff olthough duties can vary considerably from school to school.

B. BURRIDGE,

Secondary School Secretary,

Gorleston,

Great Yarmouch,

Norfotk.

rikes the absurd nature of the grants system for post-16 students.

More and more local education authorities are cutting duwn on their properties are cutting duwn on their properties.

Simply, the grants system is in a mess, and the interrention by the Department of Employment into the education and training of 16 to 19-yeor-olds as well as ulder students lina ercoted a while series of ludicrous amountables. The suggestion of the MSC that an allowance of E17 a week he given to amountabled school leavers who underen a course

Unkind cut to over-16s

Sk.-Mr J. E. G. White (April 1) from furthering their education and

More and more local education authorlies are curting duwn on their discretionary awords.

In Hampshire, for example, an memployed youth of 19 who wishes to widy for, say, an OND lit technology or three A levels, will not only have to support binnself financially for two years, but also pay fees (next year 1154), travelling expenses, etc. He will, however, receive more in memployment of supplementary henefit by staying at home and doing nothing than if he had been given a nation award.

The alilotate Cotch-22 is that if he is able to pay his enliege fees himself, he will be refused unemployment or supplementary henefit because, as a full-time stimulut, he is along of this huroouctute nonsemble that the stote pays nut mare to prevent someone studying than it would cost to give a full-time during the same.

As a matter of urgency, an afficial inquiry, with representatives from the Departments of Educotion and science, Employment, and Health and Social Services, us wall os from schools and culleges, needs to be established in luok of the whole system of grounts far coarses, both full and part-time, below degree level. Unless action is taken quickly we may well find that education in Beitner industry ond education, sed, as the other, is preventing may young, unemployed adults

Simply, the grants system by the deducation and training in 16 to 19-your-olds as well as adder students in croted in whule series of fudi-trous annotatiles. The suggestion of the MSC that an allowance of £17 at week he given to memployed schools as well as alder students in croted in white estimate of 16 to 19-your-olds as well as alder students in a croted in whule series of fudi-trous annotations and training in 16 to 19-your-olds as well as alder students in a croted in whule series of fudi-trous annotations. The suggestion of the MSC that an allowance of £17 at well as a fudi-trous annotations. The suggestion of the MSC that an allowance of £17 at well as a fudi-trous annotations. The suggestion of the MSC that an allowance of £17 at well

Cream still goes to 'the best'

Mix-Derothy Duvis's figures herdly support her contection that comprehensive schools in the County of Mix the selective schools of the dry, in each area, 12 pet cent of F (SE (1) pusses: in the county, 1967 cent mora (seven against six), Protested to degree courses in 1976. But in the county, 25.6 per cent of the county, 25.6 per cent of the county, with the 1976 results.

Disaster when discipline holds sway Sir,-Having heard and rend con-review (March 25), nothing could be "The soil told me to apply

must be unowore of the possibilities of the relationship leing built up by the teacher. I stress possibilities, bacausa evarything depends on bow he and the children develop their relationship, whether he con persevere without resorting to the well-modden path of hord discipline.

Daspite the impression given by Aogela Pope, the great majority of taachers are basically disciplinarian. Thay can be put into two cotegories: first, those who helieve in disciplina for its own sake and are likely to retain their npinlons against most odds; second, those "young teachers indoctrinated by the Plowden philosophy", in the words of the lotest Black Paper, who find their lovely ideas swimping in a sea of confusion, the confusion of children confronted with the conflicting methods of old and now slde by side, and who resort to dlaci-pline to save their steins.

The next issue is whether the tenchet the tenchet sixue is whether the tenchet is well and personal needs and problems—for, with a poster: "This ticlep

of children confronted with the conflicting methods of old and now side by side, and who resort to disciplle to save thair skins.

Both types adopt the usual ploys to enforce their disciplioa, ploya totally unreleted to education, such as forbidding chawing in class (but moybe themsalves chewing during a free period), losisting on school unform, and a lost of other petty restrictions. Under the guise of education in mannars and sociol morolity, these ploys are merely the tools will which a teacher dominates the acidem for the children, and are often used in conjunction with a display of contempt for the children.

Most ohildren show a preference for being teaght by tha disciplinarian rether thon the cosy-going than order be imposed, oftan forcefully end distastefully. But as fore liking the taachers who impose it, as hinted et in Michoel Church's with the contempt for the children and they feel accure, though the order be imposed, oftan forcefully end distastefully. But as fore liking the taachers who impose it, as hinted et in Michoel Church's and they feel accure, though the order be imposed, oftan forcefully end distastefully. But as fore liking the taachers who impose it, as hinted et in Michoel Church's and inverses the pupilis, and they the pupilis, and they feel accure to distant they expend to the cat way is in invitive the pupilis and lively, and the was then content of the onset in invitive the pupilis and lively, and the was then content of the other of the one that pupilis, and the was keeping and lively, and the was keeping order only as increastion I question refers to that pupilis and lively, and the was keeping order only and the was keeping order of the content of the one with a content of the housemaster interviewing the busing the womon of mature who swore at a "successful" to the novel's ironic implication to the nousemaster interviewing the boya conscience.

We wince see the house district on the trechance of the content of the content of the content of the content of the one transfer of th

Sir,—Having heard and read condemnations of The Best Years? and the chaos it partrayed, I question the assumption, made by many educationists and porents, that schools must be institutions of discipline.

Anyone moking this assumption must be unowere af the possibilities of the relationship being built as a few condemnations of disciplines.

The next issue is abother the ten.

She implies that the wide variable in exam pass rate between differant may be the regular of indicates that of clictive system academic success for the able, than a comprehensive system. It is only stronger residential area of the services as the best made two have long been able to creem ablift top file point passes to be shared the IJ plus passes to be shared She quotes that replacement in the city of the content of the same as the content of the con

the population belong tu the sociotop only 15 per cent.

She is to central results and the population belong tu the sociotop, only 15 per cent.

She is to central results and in the sociotop, only 15 per cent.

She is to central results and solve in the some method of correlating a child's IQ at 11-plus with his per child's

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It is tempting to regard parents who de-

rea by schools as cranky, if not downright paranoid. After all, the implicit basis for such a request is that the parent does not

trust the school to ensure that only accur-

'ale and relevant information is recorded,

and that it is only passed on when neces-

But the basic idea of a right to inspect records kept on an individual is not so very strange. The Cansumer Credit Act of 1974 gives all people the right to see their files kept by credit reference open.

cles. What is more, it provides n right

to ensure that information in the files is

That provision was included as a remedy for cases in which people had

been refused credit on the basis of inac-

was established in the United States a

few years ago. It has recently been applied to educational recurds in all federally aided institutions. A Bill introduced in the House of Commons in

February would give a right of access to personal files generally, including educa-

What is it all about? Is it munther

illustration at the breakdnivn of trust in s authority, or a fringe idea to be resisted by sensible pende?

Some of thuse who press hardes! for

such o change are schoolteachers them-selves. If anything, they are more keenly

interested than other parents. They deal

regularly with recurds, and know better

than most the type of file that can follow a child through school and heyond.

Consider the case of the daughter of a Home Counties head. Three years ago

she was withdrawn frum the stute system,

on the recommendation of an educational

psychologist. Aged ten, and with a near

genlus IQ, she simply was not getting

Raiders cross the Border

to a scoson of individual contests.

It is the greut occasion when scores of bays and girls under 18 and under 16 from very type of school fight for their countries.

The Scottish and Welsh entries are not yet known, but England field the full quota of 32, four each for foll, epec, sabre and girls' foll in both age groups. For each event their selection is the top four English from the current British age groups championships or the age groupa championships or tho

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Tomorrow young fencers from England, Wales ood possibly Northern Trelond, will invade Scotlood for the schools' home internationals to be fought at the Jark Kane Sports Centre, Edinburgh.

This gathering is the highpoint of British schools l'encing, the clintox to a scoson of individual cootests.

This mixture under one voof

grammar and public schools.

This mixture under one roof with a common national cause instead of inter-school rivolry and individual glory is as valuable as the taam spirit engendered by the fight for the home international crown which is decided on the combined results of both the under-18 and under-16 contests—cight events in all.

Fencing this weekend starts to morrow morning and alloudd finish early on Sunday afternoon.

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ossist your studies.

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Degrees

G.C.E. and

Speedwell take three titles

Speccivell School, Bristol, won three of the four titles in the schools volleyball finals at Bingley, Yorkshire. Their girls won both natches, lo each case against Townfield School, Hayes, Middlesex.

The junior boya completed the hat-trick with a victory over Cantril High School, Liverpool, but the lightight of the weekend was the thrilling attantion in which the boys of Ounsdole School, Wolvorhampton, lost thoir under-19 attantion of Picardy School, Erich, Kent.

It was a match of exceptionally high standard—"a credit to schools vulleyball", said Mr Trevor Sampson, of the English Schools Valleyball Assoclution.

Footballer Frances

fools the boys

Worle on top five times in a row

Worle Comprehensive School, Weston-super-Mure, continued their remarkable run of gyanastic successes last week ky winning the girls' under 13 section of the nutlonal school team championships for the fifth time in the five years of the conspetition.

or the competition.

And again Coloma Convent
School, Cruydon (for the fourth
time), and Crossgatea Middle
School, Leeds, had to be content
with the minor placings in the 1977
championships held at the Sobell
Centre, London.

This composition is an intender

This competition is on introduction to Olympic granusties and is based on the floor and vault sequences of The Sundoy Times award scheme. Naw, offer five years some af the competitors are kegianing to break through and Worle, needless to say, has some shiding exacuples.

Second Colors who competed the Colors with a competed to the first edition of cortoon strip, feature, eviews, letters, sport and it is offered way, letters, sport and it is offered way. It is offered way. Box 1, Blackhard House, Box 1, Bl

shiding examples.
Sorah Gahame, who competed at Sobell, is one of them. She is now a member of the Great Britain noder 13 squad, tackling the four items on the women's gymnostic lists, at the uge of 11. Two other Worle girls, Lynn Wilmott and Denise Buck, are in the South-west squad.

The girls have on hand their teacher, Mrs Jackie Lewis, who Is also one of the under-13 squad coaches. She says that Worle's successes have encouraged many girls to take an gymnastics at this level, glylag thom "a guad grounding in the basics". It also helps their rhythm, which is useful on Olympic appuratus. In this, the group floor sequences are particularly helpful.

Crassgates Middle School kad a

neintal.
Crassgates Middle School Rad a second disappointment. Their boys, wingers in 1975 and 1976, were pushed into second place by a narrow margin by Nelson thomlinson Comprehensive School, Wigton, Cumbria.

England shine across country

Charles Clurkson, of Wales, prevented an English rlean sweep in the schools country interminium championship at Newton, Wales, lost wook. Clarkson won the intermediate koys' cace, but the Engliand team easily wan the callective prize with 35 points in Wales's 92. The Irish had 98 and the Scots 105.

England's janiur girls, led by Pacline Matheson, tank the first six places for a perfect team total of 21. Wales (69) and Scotland (95) were out of it.

The intermediate girls' race, wor by Sandro Athurton, was admost a

When 10-year-old Frances Green made her debut for her school's football team last week she ployed so well that none of the opposing brys realized she was a girl.

Fronces bacage the first girl to represent Anson junior and infants school, Great Haywood, Staffordshire, at soccer when she figured in a 3-3 draw with their old rivuls, St Peter's school, Weston, near Stafford.

Her teacher, Mr Peter Barnes, was so lappressed with her performance that he forecast o bright future for Frances, who looks like becoming a regular noamber of the team. by Sandro Athurton, was almost a repeat, the England team getting just two noints more, 23. Ireland (80), Scotland (112) and Wales (121) followed in that order.

The English victory in the junior boys' event was also accepted.

Ali boost for boys' clubs

Reports that world baxing chom raise cash for lucal clubs during

Reports that world baxing chompion Muhammad Ali is to come to Britoin to help with fund raising for the National Association of Boys' Clubs have been confirmed by the association's public relations of the service of the plan the dotails.

This unlikely coup was the result of some determination by a group of adults in Nawcastlo upon Tyne with the NABC is thinking olong who were saeking a bold way to make the nable of the service was holing discussed last of charge in the service was holing discussed last of charge in the service was holing discussed last of chemistry, Massachuseus and provided all the authorities needed to refuse her admitted application forms for the BA Programme who were saeking a bold way to most of the service was holing discussed last of charge in the service was holing and provided all the authorities needed to refuse her admitted to refuse her admitted application. The head discussed last of charge in the service was holing discussed last of charge in the service was holing the service was holing discussed last of charge in the service was holing discussed last of charge in the service was holing and provided all the authorities needed to refuse her admitted to the first private school. The head discrepancy is the University.

But the father asked to usee the teority discreption of Virg To Administrativa Assistant High Melton - Doncaster - DNE 7SZ

Easy way out

Schools are taking the ear Schools are taking the early by squeezing out the Russian Finangages, the Russian Finangages, the Russian Finangages, the Great Decirco of Russian are taking the early condition of Russian are taking the solution of Russian in General Quite for the Great Decirco of Russian the backing trained of Russian the solution of Russian in Britain.

Chablistic for the station of Russian in Britain.

Chablistic for the station of Russian in Britain.

It will provide club take ideos out will appear there year. The first edition on cortoon strip, feature,

Locating chemicals

A directory of resources le mistry teachers in Leeds but compiled by leachers in the wa the John Toylor Teachers in the wather John Toylor Teachers for Leods. It contains useful school and information about films of pics, visits and advice available teachers. The authors on we able schools to make contact industrial and academic insher, more efficiently. more efficiently.

RTZ scholarships

The Rio Tiuto-Zine Corporate to set up a charitable cost avide scholarships to United & College's Atlantic College is \$2 Wales in memory of RIZ's chalrman, Sir Val Duncan, Co two-venr international ond overseas are eligible.

How to be an engineer A new leaflet on the academic

A new leaster on he account of the control of the control of the control of Eagle ing Institutions, Earlied Charterists. Engineer-Academic Requirers the leaflet undates a statement the council put aut in 1970, I new looklet-Statement & 1970, I uvnilable from the Council, 21 Smith Street, Landan, S.W.L.

Physics with a language Sussex University is running 15 age qualification in French et mun. The course takes four pond the oxtra year is spent an ethickles of the course takes four pond the oxtra year is spent an ethickles of the course takes to take the course takes the course take

Schools

along with her teacher. Faced with a child who could not sleep oud who was refusing to go to school, her father decided that a spell of private education might be a way out of the dilemma. Mr Peter Murtin, deputy best She transferred to n highly-rogarded Knooklenil printary school, for printary in Hampshire.

Miss L. R. Kirkley, first deed hood, Battersea County School, it hood, and after a School, and after a S in the state system.

eering, to a personal profe

But the faller had some Idea of what they contained. They had followed the girl to her first private school. The head there had described them to ber father had disregarded the camments, and given the child the fresh start sha needed.

Dr E. A. French, lectured accounting at the London Science of accounting at the London Science of accounting the professor of accounting the lege, Cordiff.

Professor 11, R. Loyn, professor 11, R. Loyn, professor 12, R. Loyn, professor 13, R. Loyn, professor 14, R. Loyn, professor 14, R. Loyn, professor 14, R. Loyn, professor 14, R. Continued at Westfield Cullege, London Mr R. G. Rhodes, reader 14, eerling, to a nersonal professor this case is an isolated and unrepresentative example of how confidential sebool records cent be abused. But we koow, conditional records. If there is a change in law and practice in education authorities permit parents to our school records, it could be along the our school records. If there is a change in law and practice which is dents over the could be along the our school records. It could be along the our school records.

largely the result of a study by the

National Committee for Citizens in Educa-

tion published in 1974. The statute was passed later that year, and covers all edu-cational institutions which receive federal

The Act gives parents, and children over 18, the right to inspect school records, to challenge the accuracy of in-

formation in them, to limit their distribu-

tlon, and to know who is allowed to see

them. It covers all school records except

for a teacher's personal notes (which can

unly be shown to a aubstitute teacher), law enforcement files, which are kapt separate from other records, and school

A student who is 18 or in attend-

ing a post-secondary institution acquirea

ax-student's doctor. Parents financial

records are exompt, as are confidential

Schools are required to notify parents

of their right to inspect records, and con-

anyone outside tha school, with axeep-

courts. The accuracy and relevance of

Schools must keep a note of anyone who has seen or asked to see the file,

which is also available. Parents or stu-

tal can be inserted in the record.

tions for educational officials and the

employees' records.

the rights of the parents, wit

James Michael looks at

the arguments against keeping secret records on schoolchildren

Glamurgan have indicated that parents as the Buckley Amendment, after its have a right of access to their children's spansor in the Senate. That law was regards. The Inner London Education Ambiguity shows printary school transfer regarts to porents. Other authorities have said that it is a matter for a head's

Formal statements of policy can be misleading, though. A Dorset tencher has made himself unpopulor with tha authorities by arguing that secret records ore still being kept. Paul McNamee, tea-cher and school manager in Swanage, has other. At both schools she blossomed.
After three years her father asked if she could enter the lacal grammar school. The request was refused, on the basis of records bear when abe had been organized a campuign against secret records. One of his main concerns is that many teachers see his effort as ao attack on their integrity, and hava come close to sending him to Coventry over lt.

Recurd-keeping began to axpand after the Second World War, and the secrecy derives in part from a 1947 elreular— No 151—issued by the then Ministry of Education to local authorities. The penultimate paragraph racommends periodical reports on pupil progress to parents, but does not suggest that parents aloudd have a right to see the records oo which the reports are based.

That circular may soon be replaced by the Department of Education and Scithe girl is still at honrding school. Her father is still trying to get her admitted the comments made by a single teacher three years in the grammar school, or at least to see three years in the grammar school. The parents school in The Parents School three years in the past which are keeping
There is no way of knowing whether this ease is an isolated and unrepresentate example of how confidential school.

There is no way of knowing whether this ease is an isolated and unrepresentative example of how confidential school.

The Warnock Committee on special for the Warnock Committee consideration has a sub-committee consideration.

dents over aighteen must be of owad to see flias within 4S days after making a

to schools which refuse to comply. Dotailed regulations for administration of tho system were not issued until June, 1976, so schools are now in the first year of odjuating to the new rights. But some states had already gone beyond the law's requirements by provid-ing for student necess to files at fifteen,

The United States Department of Health, Education, and Welfaro has estali-

lished an appeals procedure with the ulti-

mate sauction of cutting off federal funds

as in Massachusetts and Delnware, or by requiring disclosure of records within two

Why was such a radical change made? The 1974 NCCE atudy found that only six states provided any real right of parental access to records. But the survey also found that records were regularly dis-closed to almost anyone in a position of authority outside the schools, and that in a fair number of cases records had been

fu one, a secretary of a community tutoring project rang a school to check on a student's reading level, and was told that the child was a bed-wetter, and that his mother was an alcoholic who had u different man in the house almost every

One would hape such things do not happen here. But there is still cause for concern in cases such us the head's daughter, and in others, such as a report about a girl who was said to have "inherited" a nervous and highly strung disposition from her mather, and who supposedly was "demanding" of o man teacher and ulter males. As things now oce, there is little coutrul over the keeping of such records, let alone a right for parents to

Sanctions may oven be imposed on teachers who merely disclose to parenta tha existence of confidential records. When a school in Gosport, Hampshire, latro-duced a system in 1973 for teachers to evaluate the character of atudents on a five-noint scale, one vetoran teacher had qualus which ahe passed on to parents. For her pnins, sha waa reprimunded hy the schnol governors us "guilty of dis-loyalty to her school." The records have aince been discontinued, but the taacher has resigned.

It might not he a bad thing, for teachers as wall as students and parents, if access to educational records were to be changes in attitudea. In February a Freedom of Information and Privacy Bill, witich would establish a right to see government dosalers generally. tional exceptions. Racords of usychlatric duced by Tom Litterick, Labour MP for treatment can only be disclosed to the Birmingham Selly Oak. No Parliamentary time has been scheduled for that Bill, and it stands little chanca of becoming letters of recommendation filad baforo law this time around. Change seems more likely to come through revision of the 1947 circular to education authorities, or perhaps as a result of recommendations by the Taylor and Warnock Committees.

sant is required to release information to There is as yet no broad public damaud for a right to see school records, although support has come from the Cumpaign for cootents can be challenged, and a rebutthe Advancement of State Education and the National Consumer Council, But the idea accmed sensible to United States

Perhaps tha results of the American experiment will show that it belps, rather than itindors, cooparation between teachers and parents in educating children.

A different core

Roger Burt and Norman Willis argue that a common core should be concerned with teaching objectives rather than subject curricula

Those of us who work in education rurely acceptance of the needs of the individual ing and skills in politics and gavernment, throse of its who work in education therety have the opportunity or time for reapprissing the purpose of our work. That recent Youth Charter Conference geve naths unusual chance of concentrated discussion of the aims of secondary educations of the exclusion of the other is at best in many and skins in pointes and government, though this is restricted to the few one where the ottainment of identity and security and of involvement in society is becoming increasingly difficult for both individuals null groups. tion, orgaing our views in a group con- can lead to anarchy at one end and taining sixth formers, university students, totalitarianism at the other, teachers and headteachers, youth workers A common core of learning objectives and administrators. When emerged was unuse bo hased on a view of society. We a consensus view of the nims of secondary see our society as heing : education different frum thuse currently subject to rapid change, and conflict-

Secondary education has placed too by powerful mass media much emphasis on exominations, tuo little un clearly defined learning. If there is to un clearly defined learning. If there is to ha an attempt to create a common core curricultum, we aregust that this be expressed to terms of common core learning objectives rather than subject curricular. The latter would be apen to narrow and sterile interpretation, so reinforcing the roce for foct repetition and examination success to the deriment of real understanding, skills and values.

The latter would be apen to narrow and sterile interpretation and examination success to the deriment of real understanding, skills and values.

The objectives must be interpreted (for any curriculum is open to varying emphasing sia, depending on teacher, pupils and environment) to allow for learning to take place on oil levels: offective, cugnitive argument and probles solving self-motivated learning (preparation).

ing vulues communicated simultoneously

• one in which leisure time is increasing one which exists in a world of dwindling notural resources and a growing prob-

but not exclusive. To require maximum understanding and skills in: development of basic skills does not meen functional literacy (the ability to a development of basic skills does not meen denying to those of, for example, high iotellectual ability the opportunities to pursue an academic subject us fur as they are ablo. The setting af cummon core objectives is oot intended to restrict the objective is oot intended to restrict the objective office of the only to specify the objective is oot intended to restrict the objective intended to restrict the objecti

standing, skills and values.

The Grent Delinte should try to achieve a set of learning nitier ives losed upon an dependent on widesprend understandard young peuple develop thu skills

The Grent Delinte should try to achieve fields.

The Grent Delinte should try to achieve argument and proma and skills. It is not, fur example, rough that young peuple develop thu skills for continuing enhuming to take and skills. It is not, fur example, rough that young peuple develop thu skills for continuing enhuming to take argument and proma and skills. It is not, fur example, rough that young peuple develop thu skills

oecessary to participate in a deman they must also understand the men tions of applying those skills, set educated to volue the process at they wont to participate.

A balonced programme for secondar cducation would be hased on the felta lug core learning objectives : to dentifrom a primory education in basic ski lem of population oud pollution. to the maximum level of achieves.

The core of o curriculum is essential, attainable by each individual, vibrations. to the maximum level of achieves

subject base and of the type, value and application of the methods used to measure ochievement. Thera would oced to be o policy to ensure that the fundamental skills were developed throughout the curriculum: all teachers, oo motter what their specialism, would be respousible for seeing that functional literocy, numeracy and aracy were actively deve-

ahip with pupils, moving towards a " port-

ing and in society

contribution of others

• loying, respecting and caring for one-self and others

appreciation of the value of ooe's own

contribution to an octivity, ond of the

constructive work to the advancament of

society and for the common good

• self-disciplined participation in learo- nership" in which, as students orature, ponsibility for their uwn learning. To as well as drawing upon the experience achieve this the schools will need to be-come more democratic; it is hard for paranit of knowledge. children to learn values and responsibilities in n democracy if the schools appear not to value democratic proceduras.

appreciation of the contribution of In the safety of the school environment, young people can gain experience of Such objectives would demand a new approach to secondary education, especially a review of its cumpartmentalized tions. If this were paralleled by a more democratic form of school government schools' objectives would probably bo better understood and accepted as rele-vant to community and industry needs.

Such a fusing of the school with the community should help to improve the sibla for seeing that functional literocy, numeracy and aracy were actively developed.

There would also need to be a change in thorale of teachers and their relation-

If this "outward" movement could ba paralleled by an "loward" movement could be paralleled by an "loward" movement of the local people to school facilities (thus moking fuller use of library, laboratory, workshop oud lelsuro facilities), the achool could become a local resource—and be odministered as such—in the same way that the community becomes a school

For more teachers would need to have had work experience before entering the teaching profession. Our group suggested that all entrants to higher education, with the exception of those undertaking spon-sored sandwich courses, should have a compulsory break of two years, during which they would work in commerce, industry or some other field.

This could lead to more high calibra entroots golog direct into productivo in- here in a personal capacity.

Such courses could lead students to dustry—they might find that they liked teachers progressively take a more all-make far greater use of local resources, working. It could also lead to a move visory rule, and students take more res-working in public libraries and museums mature and worldly wise teaching force, mature and worldly wise teaching force, with experience of the environment into which the majority of their students would be never at the break the view that the purpose of education is to prepare o student for yet more. education.

None of our ideas need extra resources. All of them are practical, given the will to change. Educational goals will not be achieved through blind adhereoce to any curriculum content, be it subject based or integroted. The whole achool structura --organization, valua systems, curricularn conteut, and teaching methods—needs to be programmed and directed towards the. schlevement of cleorly defined learning objectives, seen to be relevant to the needs of both the individual and society.

Roger Burt is naviser on youth work and training in Merseyside; Norman Willis is ussistant director of the Council for Educational Technology. Both are writing

Where have all the marchers gone?

During the late 1950s, thousands of young people joined in the Easter marches of the Campaign for Nuclear Disarmament. Why do today's younger generation respond differently to the threat of nuclear war? Tony McCarthy reports

maston, CND itsolf still exists, operating from a single room in the East End of

prospect, of the annihilation of at least the larger part of the human race should ne targer part of the numan race should not he, I suppose, at easy metter to live with. Yet, nowedays, we seem to manage it. An (admittedly small) selection of Glasgow schoolchildren of secondary age seemed unawara of the fact, let elone the aismiffeance of nuclear weapon manage. aignificance, of nuclear weapon instalagniticance, of nuclear weapon installations in their area, what quastioned recently. Showings, of The War Gamenow quite out of dato in its strotegic implications of the quantity and quality of nuclear weaponty—appear to have produced in these children at imaginative shock which can only be explained by its novelty.

The emergence of the anti-bomb movement of the lare 50s and early 60s had complex roots. It was a confrient of different resposses and interests, and possibly his various basic alms were never achievable, a least by a national organization of its type, in a timescale which is would have regarded as acceptable.

Britain opted to follow the same road, although aomowhot further behind already: Harold Mucmillon stated that "When the (ttuclear) tests are completed we shall be in the same position as from a single room in the East End of London. It has a modest, and currently increasing, membership, and a plan of activity that is educational, rather than crusading. The Bomb rentales not only unbanned, but present in higely greater variety, sophisticathic and depth than 20 years ago.

The possibility, let along the probable The possibility, let along the probable are solutions. It will be possible theo is discussioned than and depth than 20 the possibility welcomed (by the young) abolition of notional service.

The fact that much of this same geocrathat nuclear deterrence "worked os that that nuclear deterrence "worked os that that nuclear deterrence "worked os that the protect was not, however, simple ingratitude. Deterrence, involving the risk to populations, meant that nuclear war had to be considered "acacceptable". Previously, nuclear policy had heed largely secret; batween 1956 and 1958 vast amounts of discorrenced and practical information were released. Peoplo now came forward—en masse—who would not accept the prospect of heling blown to atomic dast, "if necessary" or, for that motier, at all. The anni-boord movement was a result of deterrent theory.

With the advantage of hindsight the tion almost immadiately took the road

was a result of deterrent theory.

With the advantage of hindsight, the "fellure" of CND seems predictable. The movement was an amalgant of at lesst four British political traditions: pacifism, therein international socialism, and non-violent direct action. They had different attitudes to the prohlem of nuclear waapons, and separate characteristic solutions. characteristic solutions,

would have regarded as acceptable.

The Defence White Papers of the late Astonishing political energy was genered to be a comman and But the snogs were evident; what I should attitude to defonce in Britain, about NATO 2 Did CND purpose Russian between the Soviet Union. The Spylet between the Soviet Union is the Spylet between the Soviet Union of application that the bound of application that the meant that the populations of both the major powers was genered. But the snogs were evident; what I should be a comman to a comman the spelled to what appoared to be a comman about NATO 2 Did CND purpose Russian bounds; to 7 Did CND incline to remurcial was a fill benefit on a comman about NATO 2 Did CND purpose Russian bounds; to 7 Did CND incline to remurcial ballows and the same case, what of liberation is These disputes was genered.

Easter weekend no langer sees the predominantly youthful crowd of Ban tha
Bombors on the roads to and from AlderBritain opted to follow the same road,

Britain opted to follow the same road,

Britain opted to follow the same road,

But the real possibility of nuclear with the forms of society that tended to not as an accident, but as a direct resulting production of nucleor weapons? ling the forms of society that tended to the production of nucleor weapons?

Should one have anything to do with linereased subtlety uf nuclear positives. political parties, whose main interest was is hardly understood.

persuaded many supporters not so much that nuclear deterrence " worked " os that

It is certainly arguable that deterress has prevanted some convactional want and that "nuclear balance" bas derent soma nuclear adventuring. However, Professor John Rorblat writes in his professor in his professor from the face to John Cox's Kastrel book Overk The occurrence of nuclear war is a prodictable evant; its probability is larged ing with time.

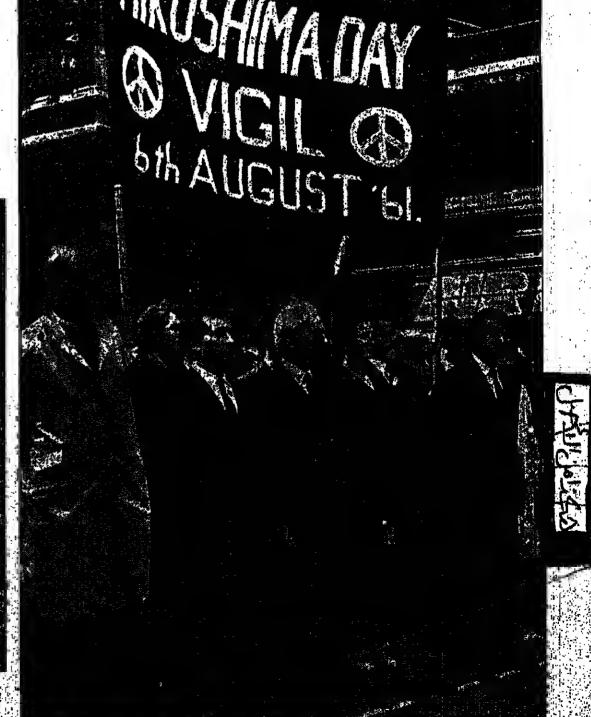
dictable evant; its probability is laured that nuclear deterrence "worked" os that that that manuely were powerless to do anything about it. Later, vietnam, with its cloar pictures of human suffering, came to provida tha possibility that political action might actually do something to rallava it—a much mora troctablo subject for protest, CND dwindled to e small-scale information and pressure group.

Meanwhile Britain took up the Polarie option and theoreticolly assigned thesa tical "option in its bombar forces. France, Cbioa, and, in 1975, india came to possess a moolear arm. There arose in the midistrict the possibility of a "pre-emptive first strike."

Current theory relies on a fevel of accurany against margets which is not oaccessary for, streightforward deterrence "(I a, the destruction of sufficient numbers of the civilian populations on either sida). This, plus the davelopmant of tactical nuclear weapons which promises to, exass the difference between well understood by the general public, cartain Ty programmes and press which is not lead to a move (SALT nagorations nor withstanding) towards onsking miclear reaction from the 1957 viries for the changes do not sean to heave which is a sea to cross the difference between the changes do not sean to have a way a with an awareness of possible teachers with a wayreness of prosecut nuclear strange with the collear general sense that the foct that some of the condition of the provise and most of them premise the foct the foct that some of the condition of the provise and most of them premise the foct that some of the condition of the provise and most of them premise the foct that some of the condition of the provise and most of them premise the foct that some of the condition of the foct that some of the condition of the provise and most of them premise the foct that some of the condition of the foct that some of the foct that some of the fo



Ways of protesting: (Above) the end of the first Easter march in Trafalgar, Square in 1958; (Right) left to right, Row Michael Scott, Arnold Wasker, Lord Russell, Hady Russell and Ralph Schoolman lead a 1961



Robin Wood reviews a resurrected masterpiece of the Japanese cinema



(cg The Marrioge of Figaro) or even bedroom farce.

It would be absurd to reduce it to o protest, three hundred years too late, against crucifixion as the pennity for adultary. He central concerns are with the position of women in a society where men make all the rules, and with people's ideological antrapment; with the triumph of human need ovar laws not merely written in the statute-book but, internalized in the characters' psychological structuring. Cantred on the developing love between Osan, the wife of the Emperor's scroll-maker, and Mohel, the craftsmon-employee who is the mainstay of her husband's establishment, the film is built on e complex structure of interlocklog oppres-

Writing of Minages Lin these calcums about 1 (*Night Winness of the Option 1, "", "If she was one of the form of the Comment of the Comment of the form of the Comment of the Comment of the form of the Comment of the form of the Comment of the

Chikamatsu, though set in the seventeenth century, does such to offset this sense of the exotle. It is a film that speeks very directly to contemporary audiences—western as well as Japanese—to the extent that for long strotches one almost forgets it is a period piece. Its plot (freely adapted from a play) is in its hasle outline in no way slien to the western tradition. An account of the section up to the film's mid-point, culminating in a scena where instrass and maidservant exchange beds in arder to trap an errort dusband, would suggest how easily it could be inflacted towards European high emody (eg The Marrioge of Figaro) or even bedroom farce.

It would be absurd to reduce it to a protest, three hundred years too line, against the rules of their society.

The closeness is crucial in the film's structure, based on the strongest pursible contrast ture, bas

ncciples o privileged position omong the late films. Always faithful to the historical testices of his material, Mizoguchi seizes lite opportunity to show the woman (in love with a mont even more appressed than she) taking the individue. The last third of the film is cootred on Mohel's educulon in dering to love. Finding that only he is officially wanted? (Osan's husbond wishing at all cons to evoid scandal), he runs off to give himself up. In ponic und desolation she rushes ster itlat, and collapses—whereupon, obeying his servant mentality, he emerges from his bibling-place to help her up. "Yan are no longer my servant, you are my beloved his hiding-place to help her up." Yan are no longer my servant, you are my beloved him that putat on, the film is about their relection of the temptation to sacrifice themselves for each other, and their acceptance of the pratumder sacrifice that acknowledges their deepest needs: the corrainty that the assertion of their unitual countilment will result in one another's death.

Hence the last scane. Bound back-to-back on a larse, the couple mu fed aff to cranfixhum. Through the ropes that hid them, their lands interciase to moment to which Chabral beautifully gainl homoge on the ed of Les Naces Rougest. "I've never seen be lunk so serone hefure", says one of the girls from the scrall-maker's slope. Each of Mirogach's late films is quite distinct from the nothers in onlyect-moster and has its own particular tone, yet each moves towards a similar affirmation; within a warld whose conditions for those who refuse compromise ore tragic waste ond irreparable loss, the rriumph of personal integrity, the celebration of spiritual union. Like Ugetsu and Sunsho, the film ends with a rising crane-ahot, ruising our view above that of the cruwd us the lovers ride to their death.

Acting a King

Ralph Berry on

the transfer of a great text

to the screen

Not for everybody

Ruth Cole on further education

In his book which, he says, "bogins is a survey and snds as a moniferent," Tyrrell Burgess recalls educations from their "treoson", urging his development of a post-school education for everybody. In analysing the nature and organization of post-school education and its students at the comports of education and its students at the comports of single course, planned and processed by the author, his colleagues and sold processes of single-subject disciplines are preserved; the course has content at the North East condon Polytechnic.

Strikent in denuncistion, and sometimes loud with despalr, Mr after school has been largely part-time strideaus out that education is generally and intellectually responsible; is centrally concerned with individual problems, in which the full resources of the college may be been largely part-time strideaus is either lineage for the opportunities affered by further or clevant, by integrating with each largely and programmes and thot elevant or sift out suitoble confidence to sift out suitoble confidence to sift out suitoble anywhere in the college. Assessment the confidence to sift out suitoble anywhere in the college. Assessment confidence to sift out suitoble confidence to sift out suitoble anywhere in the college. Assessment confidence to sift out suitoble anywhere in the college. Assessment confidence to sift out suitoble confidence to sift out suitoble confidence to sift out suitoble anywhere in the college. Assessment confidence to sift out suitoble anywhere in the college. Assessment confidence to sift out suitoble anywhere in the college. Assessment confidence to sift out suitoble anywhere in the college. Assessment confidence to sift out suitoble confidence In his book which, he says, " bogins

The students work sometimes on

Education After School. By Tyrrell
Burgess.
Gollancz £6.95. 0 575 02237 X. Pengula 80p. 014 02 1956 0.

In his book which, he says, "bogins

In his book which, he says, "bogins

The students work sometimes on against many penplo full m complete their school education becouse the curriculum offered is irrelevant in their needs, or because they ore school-defined failures; but he ignores the serious corollary; that the other.

The students work sometimes on against many penplo foll m complete their school education becouse the curriculum offered is irrelevant in their needs, or because they ore school-defined failures; but he ignores the serious corollary; that the other needs are their school education becouse the curriculum offered is irrelevant in their needs, or because they ore school-defined failures; but he ignores the serious corollary; that the other needs are their school education becouse the curriculum offered is irrelevant in their needs, or because they ore school-defined failures; but he ignores the serious corollary; that the needs are not proportion to the needs are not proportion.

The Psychology and Education of Gifted Children

PHILIP VERNON, GEORGINA ADAMSON AND DOROTHY

Education today increasingly focuess on average pupils, and it la bacoming all the more important for teachers, paranta, and aducationials ganerally to be made aware of the spacial needs of the oright and talented, and of the serious losses in socially when they are ignored or represent. The authors discuss the present provision of special lacification for the aducation of these children, with particular reference to the UK and Canada.

Popular Education and Socialization in the Nineteenth Century

A collection of wide-ranging and provocative assays which analysa various forms of elamentary achooling and the ways in which they prapared working-class children for tife in industrial Eritain. The main feature of the book is the use of acolological concepts and techniques to reveal popular aducation as a process lergely concerned with the control of young people in the interest of social order.

The English Language

This book provides an historical picture of the English languaga, both literary and colloquial. It was list published in hardback in 1949, and since then II has become tirmly established as a standard text for all students of English. There are chapters on intection, the sheping, building and ordering of words, and spelling in relation to pronunciation, but the main emphasis is on the development of the English vocabulary—the most outstanding leature of the languages. ing lesture of the language. University Paparbeck 21.55

French Comic Drama from the 16th to the 18th Century

GEOFFREY BRERETON

Trooing the course of Franch comedy from the Ranaisaance, through the aga of Louis XIV and the aighteenth cantury to the eve of the reconstruction. Geoffrey Brareton shown how French company evolved from the order tardes and the experimental passes of the sixtagnith conjury to become e rich and highly epithisticated dramatic gonre.

Ed. 96

University Paperback 24.80 GEOFFREY BRERETON

The Art of singing

Singlag! The Physical Nature and Every Spreaders and Every Spreade

Singing! The Physical Nature of the Vocal his hands from building a house to mount organ. By Frederick Husier and Yvotha ing an infinitesimally small insect, and have ing sorambled up every neak in the Alos.

20 Books/Religion

Growing up gay

Jim Cotter on the moral understanding of sexuality

tion that the phenomenon of homo-sexuality has been looked at without the distortions of ignorance, fear, and projudice, and the possibility recognized that the bomosexual need not play olong with society's broading and scapegoating of the amostural, sick, criminal, queer, it is only in the last year or two that people have begun to share e conviction that it is compatible with the Christian faith not only to love emother person of the same sex, but also to express that love fully in a personal sexual relationship " (from the Stetement of Conviction of the Guy Christian Movement). out the distortions of ignorance,

the imprimetur of the New York Provincial of the Society of Jesus that examines the traditional Christian teaching on homosoxuality and finds it grievously wouting; and the author, John McNeill, from o basic appreciation of homosexuality as a sexual variant rather than as o sexual variant rather than abnormality, suggests the positive bringing together of the Christian faith and homosexual relationships.

On the Biblical evidence McNeill concentes: "... onco all the coltural and historical circumstances are kept in mind, the only condensus on of homosexual activity to be found with certainty in Scripture is a condemnation of perverse homosexual tender than encourage them to mature into their own unique combinations of mascridine and blastorical circumstances with the mature into their own unique combinations of mascridine and blastorical activity to be found with certainty in Scripture is a condemnation of perverse homospinal activity indulged in by mature into their own unique combinations of mascridine and feutinine in their personalities.

At times McNeill appears to fall into the trep of considering homospinal results of mature into their own unique combinations of mature into their own unique combinations.

At times McNeill appears to fall into the trep of considering homospinal results of mature into their own unique combinations of mascridine and feutinities into their own unique combinations of mascridine and feutinities into their own unique combinations of mascridine and feutinities into their own unique combinations of mature into their own unique combines in the mature into their own unique combinations of mature into their

The Chorch and the Homosexual, By John J. McNelll SJ.
Darion Longman and Todd. £2.60.
232 51370 8. not make it emirely clear that he is concerned to show that there is no condemnation of homosexuality as such, only certain attitudes and netions that cun, but need not, but associated with it. But it is not clear from the back whether he would say the same about hisexuality.) Examining the tradition of natural law which would see the only purpose of sex to be procreation, McNeill concludes: "The call of the Gospel to man is not one of of the Gospel to man is not one of conforming passively to bialogical givens; rather that call is to mansform and immunise the natural

givens; maker that GM is to make form and humanise the natural order through the power to love."

God has so created us that our sexuality is not determined by our biology.

The book goes on to quote with approval Carl Jung to show that humosexuals have a positive role in society in strengthening the quality of relationships—in fostering gentleness, sensitivity, and insight into others, and in developing a receptivity to transcendent traths. Ho then begins to show how a morel understanding of sexuality might grow outside the procreative context, emphasizing the values of responsibility and creetivity in relationships. He sees the parallels between the gay and women's movements in that both are concerned to overcome the oppressiveness of a society which would mould people according to images tender than encourage them to

in the passage quoted. Again he

discussion of exclosiveness and permanence in relationships; this woold have been useful for the heterosexuel as well.

But The Church and the Homosexual should lette the timid to debate the subject more rasily and openly, perhaps alongside the recently published We Speak for Ourselves (SPCK 1976) in which Jack Babuscio collecos together quotations from netual experiences of gay men and women, particularly in the counselling context. It is in the few pages that McNeill devotes to counselling context. It is in the few pages that McNeill devotes to counselling that he occasionally becomes pursonizing end epipeare to slip beck into the old notion of these poor homosexuals who need our sympothy and supports his thesis that there is the possibility of morally good homosexual relationships and normal again. But on tha whole his book supports his thesis that there is the possibility of morally good homosexual relationships ond that his love which unites the partners in such a reletionship, rather than altenating them from God, cen basing God's presence in our world."

Both books could well enabla homosexuality to find its due place

Both books could well enabla homosexuality to find its due place

Both books could well enabla homosexuality to find its due place

The Westween St. In which the first blank in his series is faithful in its skilied in the ent of heling cleur without hoing superficial. The first blank in his series is faithful in its skilied in the ent of heling cleur without hoing superficial. The first blank in his series is faithful in its skilied in the ent of heling cleur without hoing superficial. The first blank in his series is faithful in its skilied in the ent of heling cleur without hoing superficial. The first blank in his series is faithful in its skilied in the ent of heling then in the his series is faithful in its skilied in the ent of heling then in the his series is faithful in its skilied in the ent of heling then in the his series is faithful in its skilied in the ent of heling then to h

God's presence in our world."

Both books could well enabla homosexuality to find its doe place in the curriculum of schools, and so begin to educate the majority who are not homosexual more calmly than hus been done so fat about the minority in their midst who ere growing in gay and even today find it bard to tolk eboot thouselves wid maybody that will even remailly understand.

Men of God

W. Owen Cole

The New Testoment and its Backgraund. By James Edwards.
Jesus of Palestine: People, Work
and Customs, 7137-3023-4.
Jesus, San of God: The Messiah
and His Message, 3024-2.
Jesus Victor I: The Acts of the

indox gives cross-references to tho
two other books in a previous
scrics on the Old Testiment.

Jesus, Son of God is clearly e
secondary echool toxt in which the
cumphasis shifts from background
to the meening uf Jesus's life and
death end to his teaching and its
significance. Book three is bosed
on the Acts of the Apostles and
what background information is
provided is given a sobordinate
position; this book, ton, must be
regarded as a econdary school text.
The weakness of hooks which
link background information with
Bibla stories is thet too often the
euthoc's own rendings of the text
ore given the status of dogmetic
enthality. The aften Mr Edwards
inhibits useful discussion of epolat
by setting up opinion of fesus's bspitism not only ignores the fuer that
the four Gospiel seconutes diffur
from une another in significant
dotals, but else says, "There were
hundreds of doves flying over the
waters of the rivet Jardan, Just as
pigeons in Trafaignt Square in
London will rest on somewie's
shoulder if he stands still, so a
dove cunto to rest on Jesus. To the
onlowers it was a sign that God
was present and pleased." Elsewhere it is cutegatically essurted
that "The Jews were the only
mation at the time who believed in
one God, so Jesus was horn o Jew."

Book and has a definito value,
har I am less happy about its successors.

the control of positive control of service control of the control

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Pierre Watter

W. Heatull

phatographs would him show the sides and the state of the special content of the state of the special content of the state of the special content of the spe

Ways of speaking about God |Self-contradictions

All our hereafters

"Wa shall not be able to refrain from speculating about death ontil ive can tefrein from speculating about life", writes John Hick. Life After Daoth and Death ond Eternal Life are broad, imaginotive yet scholarly works on these important themes. Their scholership is neither narrow nor pedantic; it le witan such scholership informs e sympathatic imagination that works of wide appeal emorge.

Life After Death is e collection of

of wide appeal emorge.

Life After Death is e collection of essays by men and woman of aeveral disciplines. Professor Toynbea opens with e genarel survey of. "mon's concern with life after death". This is followed by severol studies on "the idea of the hareefter" in various sociaties and religious systems. They are informative and well informed. Then, after these predominantly factool and descriptive assays, greeter and descriptive assays, greeter scope le givan for personal views: there is the baautiful meditation by Renée Haynes on "Some Christian Imagery", inspired mainly by poetral writing on the subject the

is curlously convincing, perhaps because of her rational and clear sighted epptoach to the matter. Het claims are philosophicolly weak but what they do is in point to the limitations of o scientific lingual method of reasoning. There must be an opanness to a wider the lingual method of reasoning. There must be an opanness to a wider the lingual method of reasoning to lingual m

imagery" inspired mainly by poetical writing on the subject; that originel suggastion of Ulrich Simon about eternel life in trans of music; and "a mystical consideration" by Martin Isreal which emphasizes the vitel link betwean the quality of present life and the horeaftec.

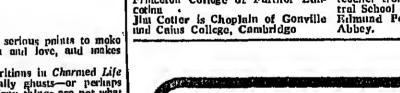
In one sense eternel life is potentially present life and the horeaftec.

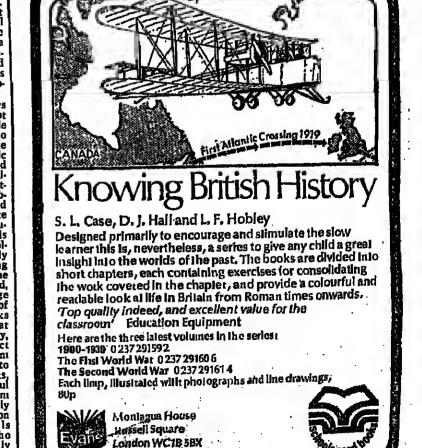
In one sense eternel life is potentially present life is motive the moorant of the individual standing of the theories of the more and now. The final section includes the important essays by Rosalied another, reality and by Arthur Koestlor on after-life in the light of growing understending of the individual enterprise to discover to what extent they converge, point in the same direction or edmit of a synthesis, mystery involved in eclence.

But does such e broad, wise and caroful work inspire only those when already ballers, in efter-life in the such particularity and caroful work inspire only those with an already ballers, in efter-life? Toynboa is impressed by Mrs. Regwoods appoined to the classical text.

He western end Semitic belief in the Bastern and has produced an eccount of its development egelant a panoramo of the individual, and ha Bastern and has produced an eccount of its development egelant a panoramo of the individual and ha Bastern and has produced an eccount of its individual. The light is not belief in the preserve both Individual two world wars and e consideration in the conclusion embreces both Individual two world wars and e consideration in the sent the properties of the theories of the theories of the more and understanting of the theories of the theories of the development egelant and has produced an eccount of its individual. In the world wars and econsiderable influx of refugees from Eastern Europe. The major events with sympathy and understanting of the theories of the theories of the development egelant and the produced and the

Anglo-Jewish





"And a for suit," loughed the girl."

"Albert the Alphaberical Elephant" (Hadder and Stoughton 1240) an companion valuate in "Count Worm" which reaches number recognition by means of Koger Hargrenies' bold illustrations and a simple wrative. Albert changes his trunk into all 26 letters for the banefit of the changes his trunk into all 26 letters for the banefit of the changes his trunk into all 26 letters for the banefit of the changes his trunk into all 26 letters for the banefit of the changes his trunk into all 26 letters for the banefit of the changes his trunk into all 26 letters for the banefit of the change in the

Land questions

Joyce Linfoot on the psychological analysis of mathematical ability

There has been extensive research into what has been done outside Russian on the "giftednisas" of gifted children. It is eald that "bourgels" psychologists neglect sociolitatoricol causes, and overeatimute tha importance of genetics. They, also, it is thought, rely much too heovily on "tasting" (a term which is said in the book to lave no axaet Ruesian equivelent), porticinally in the United States, although some Americans, including Termm and Newland, have combined esting with analyses using blographiced data. Too ofien, however, the psychometrical epprooch, combined with the use of computers, leeds the experimenter to produce correlations between the scores of different tests of the "yes/no question" by patient while ignoring complataty the mental processes by which the answers were obtained.

In Krutetskil's experiments on the other hand, great attention was pried to methods of collution. Extended studied by their teachers to lave spaciol matchinated aligns. These children were ludividually inter-

Bank facts Geoffrey E. Wood

Inside The Bank of England. By Peter Hobday and Jaores Long. Priory Press £3.20. 85078 198 1.

This short hook (75 pages as well as a society evolves to one where a credit cards may be the main form

tion of these people thus becomes assuring, though perhaps hardly surorgant.

There has been extensive research the resulte of the tests.

The Psychology of Mathematical Abilition in Schoolchildren. By V. A. Krotetskii. Transluted from the Russian by Joun Teller, and calted by J. Kilputrick and Psusk W. A. Krotetskii. Transluted from the Russian by Joun Teller, and calted by J. Kilputrick and Psusk W. A. Krotetskii. Transluted from the Russian by Joun Teller, and calted by J. Kilputrick and Psusk W. A. Krotetskii. Transluted from the Russian by Joun Teller, and calted by J. Kilputrick and Psusk W. A. Krotetskii. Transluted from the Russian by Joun Teller, and calted by J. Kilputrick and Psusk W. A. Krotetskii. Transluted from the Russian by Joun Teller, and calted by J. Kilputrick and Psusk W. A. Krotetskii. Transluted from the Russian by Joun Teller, and calted by J. Kilputrick and Psusk W. A. Krotetskii. Transluted from the Russian to the calted to J. Line States in Complete system of problems with users which are recorded and on the work of psychological nature contemporary in the Russian through the Russ

Any investigation into the occur-rence of sudden insights was con-

Passing over Charles Stuart-Jervis

Death. By Mog Ball. Oxford University Press. Stand-points series 75p. 19 913238 6.

on this súbject.

solved first. Before an ambitious investment pragramme in increase productive capacity can be embarked upon, a sharp acceleration in agricultural output must be ansured; but whot holds hack the development of agriculture is and a shortoge of land or labour, or of fartilizers or tractnes, but the system of loud tenure and the subjection of the poor peasants to merchonts and moneylenders. Thus the prime requisite is land reform, compled with government buying of agricultural pruduce and the prime requisite is land reform, agricultural pruduce and the prime requisite is land or short of the promotion of credit facilities.

In India, Kalecki recommutented a land tax to force, landlords to the community—to help pay the community—to help pay

This abort book (75 pages as well as society evolves to ong what es glossary, indoor and hints on a finding out more ") it immediately necessary, indoor and hints on a finding out more ") it in more than the book is defective is where it is most ambitious. Its discussion of the country and the book will have wide eppsal, intelligible to the wall-motivated it-yand-old-obt unto boring to a 14- or even 15-year-old who was roading for the first ite about the Bank' of England.

If describes well how money you'ved to evolit the inconvenience of berrar, and how banking developed from the Bank' of England.

If describes well how money for inflation, which has been of berrar, and how banking developed from the Bank' of England for the printing of inflation, alphosph it, is not a very short discussion of inflation, alphosph it, is not a very short discussion in the financing of economic development would be a very short discussion of inflation, alphosph it, is not teach the first of the owners of open the printing of inflation, alphosph it, is not primarily of our own making.

This about the same of loss and the propose of modern employment the printing of all these obsucles to accommic development would what and how people dis, dying young and dying prece, mounting the printing of all these obsucles to accommic development would what and how people dis, dying young and dying prece, mounting the printing of inflation, alphosph it, is not primarily of our own making.

The second control of the printing o

Essays on Developing Economies. Loud Polley. By John Ratellie. By Michael Kalecki. Hutchluson £1.75, 69 1270707, ES Harvester Press £8.50, 85527 134 5, 119 127071 5.

This collection of essays by the man Only water, air and studight are This collection of essays by the man who discovered Keynes's theory of employment before Keynes did, praviles a splendid introduction for any one wanting to understand the problems facing the Third World.

Not that the brook is in any sense elementary—it will be required reading for any studem of development economics—had Kalecki'e stark statements describing the magnitude of the problem, liks appreciation of pulitical and social of well of economic factors and his common sense provide a shiring contrast to mach if the literature on this subject.

Only water, air and sudight are any fundamental importance to me the "and get then "armses relatively lide in suclety" is one in littlehand of social of the nature of the estatumental planning—sold the contrast of many students and engineers. It is earlied of years should be aimed at any infinited audience.

Land k essential to all forms of the literature of literature of the literature of l

Land is essential to all form on this subject.

The first essays describe succintly the economic problems of underdeveloped constricts trying to form a base for expansion, and point out that underlying these are political problems which must be solved first. Before an ambitious investment programme to increase productive capacity can be embarked upon, a sharp acceleration in agricultural output unust be an agricultural output unust be agricultu

Death, they say, is the one inescapable fact of life—and so little is known about it. In Death by Mog tory of attempts to recoup some this council in particular, is a sorry one; such how the legislation never results, much wealth accraing to the of

munity.

This problem is of great it vance to planning and to delay ment; planners and develop (who are, usually, public and it vata bodies respectively) tend it to the period of the problem of the period of the points out that they perform applementary functions, and that are form of partnership heaves two is essential. Whether the munity Land Act goes near effect the root of the land question enable this 12 come about we is

are turning to booke for their in-spiration and teaching? Or is it the new life of the Cherismatic move-

spiration and teaching? Or is it the new life of the Cherismatic movement, burning its way through all the churches? No two people will give you the same reasons.

If may well be quite simply that the term "religious books" covere so much more than it used to. Gone are the days when it was impossible to find e book on realision in a general bookshop; now it may require perseverance and a sharp eye, but there they are, lurking under Biography, Classics; The Mind of Man and The Occult. And justifiably so, for publishers, booksellers and book buyers are taking God and spirituality out of the glass fronted cupboard and finding them in the life of o pop star, a manual of Indian boby maesoga, a study of homoeexuality, a dictionary of Zen.

Publishers like Oxford and Cambridge University Press. Mowbray, Student Christian Movement (SCM), Society for Prontoting Christian Knowledge (SPCK), Oarton, Loagman and Todd 1DLT), Sheed and Ward (SW) and Search Press (SP) turn out a regular supply of books on all branches of theology for tha studant, seminarian and priest; for the Anglican churchman. Mowbroy the Anglican churchman, Mowbroy produces books like Michoel Wright's call to Action (written in response to Donald Coggon's call to the nation), and SPCK's bestseller last year was Christian Believing, the Report of the Doctrine Commission; SW and SP pravide for the Cuthnlic books of doctrine and dogma by theologians like Edward Schillebeecks, Karl Rahner and Micheel Schmans.

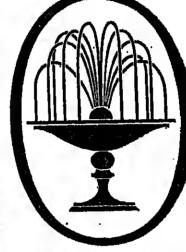
Schmaus. On the educational side, Sheldan Press have an interesting seven-book series fur A level, college and unl-

wing, Marsing and Scott, MMS) publish authors like C spurged and Scott, and Andrew Murray, part of their "straight down the middle Beamer of Truit Trust cater for the Scaling and the Collans, for many people, books for academics and theologiana, and books about the church. Selling equally steadily, and also not, by and large, to the general public, sre Jewish religious books. There are the great Hebray claesics—that Bible, tha Talmud, the suddents and suddents and suddents are the constitution to the sarching with a vergeance for the sarching with a vergeance for the sarching with a vergeance for the starching with a vergeance for the starching with a vergeance for the struly spiritual approach to the spiritual.

A few typical bestsallers: from DI.T. Harry Williams's Becoming what I am, and Carlo Carretto's Letters from tha Dasert and The God who Comas; from SPCK, and also not, by and large, to the general public, sre Jewish religious books.

But it is not only the big name that counts—books of sensational or the right place at the right time, sarching with a vergeance for the sarching with salching sarching with a vergeance for the sarching with salching to the right counts.—

Selling equally steadily, and als

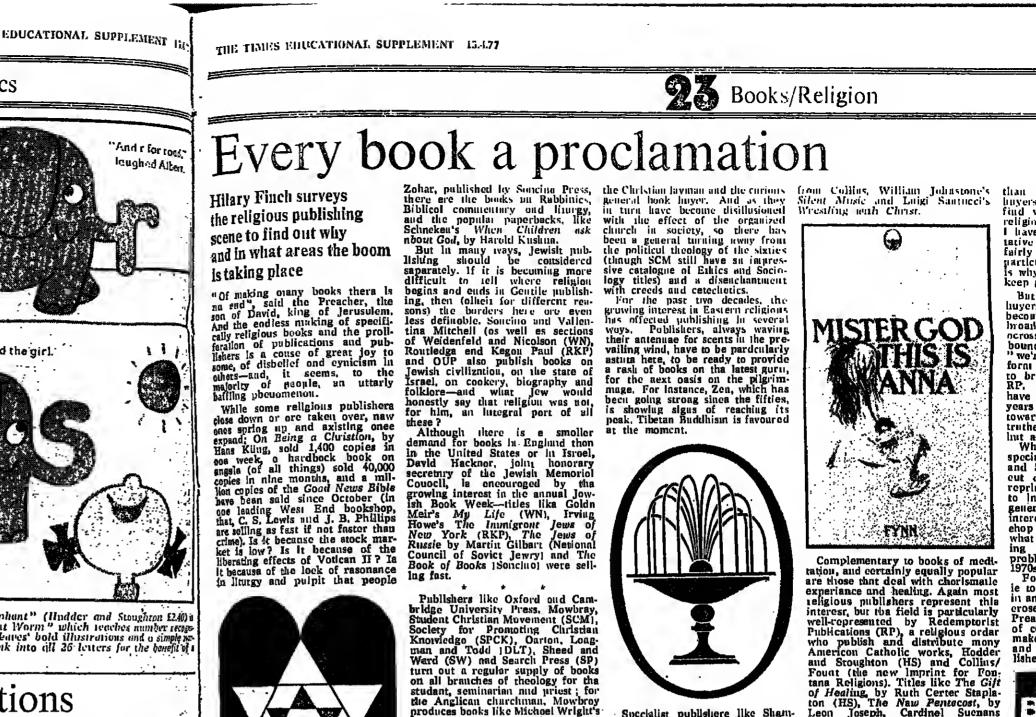


Specialist publishere like Shambhalo (distributed through RKP) and Rider (Hutchtston) have steady sales among studente and young people: Shombhala is "dedicated to exploring and mapping man's knter world", particularly through Budditist and Tantric philosophy and literature, whila Rider (originally known os occult publishers) like to think of themselves es publishing "lifestyle" rother than religious books (where do you draw the litte?); Alien and Unwir's Mandula imposit catere mainly for the lay Westorit render who wants to flud out more about Yoga, Budditism, Hludulsm, Tao and Zen—sgala with more emphasis on their relation to mitted and body than as academic theological studies.

Within Western Christianity, too, there is a parallel movement inwards, towards spirituality and devotion, self-found truths and individual experience.

vidual experience.

"Prayer seems to be the thing these days", one publisher told ma recently. Houses who here always specialized in books of prayer and meditation are coming into their own, though the interest is reflected in all publishers' lists, in all types of bookshop, religious and general, and church bookstall. The problem is and church bookstall. The problem is and church bookstall. God doeen't make eense —people are now carefully inclined Calvinist Presentellactuelly inclined Calvinist Presentestant, and inter-varsity in the student's morket and books to teach lay Christians how to toach.



Complementary to books of meditation, and certainly equally popular are those that deal with chorismale experiance and healing. Again most religious publishers represent this interest, but the field is particularly well-represented by Redemptorist Publications (RP), a religious order who publish and distribute mony American Catholic works, Hodder and Stoughton (HS) and Collins/Fount (the new Imprint for Fontana Religions). Titles like The Gift of Healing, by Ruth Certer Staplaton (HS), The Naw Pentecost, by Leon Joseph, Cardinel Suenans (Fount) and Healing, by Francis MacNutt (RP/Ave Meria) ara all selling well.

selling well.

Attracting the same sort of readership (and olso largely infinenced by American publishing precedents) are those books on religion and popular psychology and self-help psychiatry, on the reintionship of Christianity to, for exampla, "Living and Loving" (the title of a book by A. N. Triton, IVP). Argus Cammunications is the one-year-old UK division of o US publisher, and their main nuthor, John Powoll, SJ, is both a learned Jesut and a warmly ecumonical writer with strongly evengetical plans. His Fully Humms, Fully Allva, a luchly illustrated applagatic for "a new life through a new vision" has sold 5,000 copies since November.

At the centre of this growing

5,000 copies since November.

At the centre of this growing interest in individual exparience le tha enormous popularity of the "religious" blography—and if e publisher can hook e big name, eo much the beter. Hodder have sold 200,000 copies of Coria Ten Boom's The Hiding Place, there is Charles Colson's Born Again ("what really happened to the White House hatchet man") and projected biographies of Cardinal Hume and Cliff Richard, while Collins can boast the life stories of Pope John and Malcolm Muggeridge.

But It is not only the blg name

than secular, that prospective huyers suit go for the imprint to find what they want. Of all the religious publishers that exist (and I have mentioned only a represen-tative lew) each has, as yet, a fairly clear indentity and serves a particular field of interest—which is why, to some extent, they can oll keep golug.

keep golug.

But things are rapidly changing—huyers may well find themselves becoming confused os each house broadens its coverage and cuts ocross denominational and sectorian boundories. Hodder declared "we're backing God in whataver form He appears"; in 1978 they ora to bring out a joint imprint with RP. This sort of attitude would have been imposable 20, aven 10 years ego; now the imposable into accomment the truthe makes this not only possible int an economic necessity.

truthe makes this not only possible lint at economic necessity.

While inflation is affecting more specialist publishers (DLT, SPCK and Sheldon are having aither to cut down on new titles, lhereasa reprints, or broaden their cotalogua to includa secular litereture), the general move from specialist to lay interest, from the religious bookehop to the general outlet is largely what is holiding religioue publishing up amid the dira economic problems of the book trade in the 1970s.

Fount proclaims that its purpose ie to "cut across religious barriers in an attempt to appeal to the widest crose-section of the general public", Preaching to the unconverted can, of course (if done the right way) make good economic senee. Hodder and Colline are already well established in this field, while Llon,



Argus Communications, RP and MMS are clearly moving in this direction. At the moment, the Evengelical publishers are way shead in quantity of seles; their products are generally lively, direct and uncompromising—and Protestants are well trained in reading and finding out for themselves.

But, as David Craig of SPCK asys, "every book is evangelical, because every book is a proclamation", If the proclamation is worth hearing, and if it is well enough proclaimed in the right place at the right time, then it will sell.

The human spirit is parbaps even more fickle than the human mind, end religious publishing will elways contain a large element of risk—and faith? Edward England of Hodder saye bis policy is to be "God oriented and market oriented". From what I have seen, religious

Jewishness

Judalsm, By Seymour Rossel. Franklin Wans £1.98, 531 00841 X.

This short hook is an introduction to the many aspects of Judalsm including its historical development, beliefs, holidays and branches, The presentation is attractive and there are good photographic reproductions of hems of Jawish life in Israel, There is a

developed.

Hillel the Elder, a Talmudie acholar who lived in the first century BCE was asked for his recipe for learning about Judnism while standing on one leg. He replied:

"Do not do unto others that which

useful bibliogrephty which could have been expanded and made even more useful. But all this bas been crommed into 60 pages and cannot do justice to Judaism; it presents only a superficial outline of Jewish belief and practice widners showing the wondorful cultural of the important facts of Judaism and the erious student will want to complement the knowladze gained

Numbers. Edited by John Sturdy. Cambridge Bible Commentary series. f7.50. 0521 08632 9. £2.95. In the body of

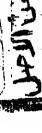
the certous student will want to complement the knowledge gained from this book by reeding some of the great works by Jews about themselves. They will also be encouraged to visit a synagogua or the Jewish Museum

David Hickher | David Hic

of Numbers, and Numbers as e

In the body of the commentary the text is first printed, then usually there is a general comment on that











Graham Wade reports on three weekend sessions at the Half Moon Photography Workshop

attitudes implicit hi current photographic communications; the second covered materials and techniques. The third dealt with particular applications of photography to a range of situations. Any teacher considering the possibility of starting photography for the first time is immediately faced with a set of primarily practical problems, so this report focuses on the middle session report focuses on the middle session concerned with equipment and pro-

In his introduction Ferry Dennett said that photography as an activity can easily descend to an expensive can easily descend to an expensive and wasteful exercise in "mass consumer technology", Neturally manufacturers wish to soil their latest, costly photographic gear to the moet people, but whether those products are necessary to enjoying and practising the subject, as all the advertisements tell you, is highly questionable. To prove the point the opening workshop of the day did not even require a camera.

This was about "photograms"

This was about "photograms", which are almply contact prints made by placing objects such as leaves or hands soaked in developer fluid on photographic paper, and then exposing and processing the rosults. All you need is a blacked out room, a safe-light, which can be a bike lamp obscured by certain leaves or hands soaked in developer fluid on photographic paper, and then exposing and processing the rosults. All you need le a blacked out room, a safe-light, which can be n bike lamp obscured by certain types of colourad plastic, and three trays for devaloper, fixer and stopper. Dog litter trays serve as cheap

The liaif Moon Photography Workshop, based in East London, recoulty mounted an ambitious series of three weekend sessions around the theme "Kids and Photography ... In and Out of School". Specifically directed at teachers and community workers who wanted to start, or were already involved in photographic projects with young people, the courses attracted far more applicents than placee.

The first weekend was eleveted to discussion of the values and attitudes implicit in current plantegraphic communications; and techniques. The third dealt with particular applicatione of photography to a range of situations, Any teacher considering the possibility of starting the possibility of starting and proposed and protography to a range of situations, Any teacher considering the possibility of starting the possibility of starting the possibility of starting the possibility of starting the proposition and the proposed to the definition at the first street of the second can progress from making pictures of their own bodies to recording the making pictures of their own bodies to recording the making pictures of their own bodies to recording the making pictures of their own bodies to recording the cameras is another on the sascent test the form any light-proof of the Amateur Photography and compare the many retailers' advertisements.

"Homa Mado Things" was the title of another information-packed workshop delivered by Terry Denotting the sascent by the trails tories. Thought the inside painted block and a small bole drilled in one side. In a fasticulation, and the pinhole cameras is another of the Amateur Photography and compare the many retailers' advertisements.

"Homa Mado Things" was the title of another information-packed workshop delivered by Terry Denotting to he assembly and the many retailers' advertisements.

"Homa Mado Things" was the title of another information-packed workshop delivered by Terry Denotting to he another information property workshop of teaching photography through the property of the mateur Photogr

ere needed.

The workshop on cameros produced a simple gulde to hardwars. The most convenient format in work with is 35mm film and the best-huy cameras in that field are Russian as the prices are held artificially low, 35mm film can be bought cheaply in bulk, but for this you also need a bulk-loader (about £6) to dispense the film into cassettes for use. Nevertheless, it still proves more economic this way.

for use. Nevertheless, it still proves more economic this way.

The best rangefinder 35mm camerus are the Cosmic Symbol (under £10) and the Zorki (under £20), addhough they both suffer from the main drawback of all rangefinder models in that the pictura you see through the eye-pieca la meraly an approximation of the picture that will be recorded on film. Singla lena reflex 35mm cameras overcome this problem as cameras overcomo this problem as the viewing system is through the lens itself.

the negatives were accompanied, as were the others, by easy-to-understand, step-by-step fact-sheets. There were also workshops on slide-taps exercises and photo-montage, which is the approximate the state of the s exercises and photomontage, which is the arrangement of various linages and words taken from magazines, packaging, newspapers or your own material, into a personal statement. This can be strikingly achieved by juxtaposing an image from one context, like a glossy magazine picture of pink-clad horseriders out lunting and o caption from a different image in a nawspaper, such as "A meeting of the unemployed". The massage is powerfully brought home.

In addition, they publish an excellent bi-monthly magazina Comerowork (£2,50 per annum) and mount regular photographic exhibi-

mount regular photographic exhibi-tions at their gallery. All inquirles should be mada to: HMPW, 27 Alia Street, London, E1. Talephone: 01-







Top t a photo-montage from the workshop aesslon; lower right; Tery Dennett holding o home-made honcy jar lens; lower left; Steve Hoars with a plubole camero picture.

The State of the State of

Creating light effects on stage

by Pad McGo

checked plyp parentment, rement of the properties and the properties for the prop

camera in the interview studio, the other focused on slides and photos to feed into the story. Making a radio documentary requires only one tape recurder, a script, and perhaps some pre-recorded inserts.

Lastly, there are the philosophl-Listly, there are the philosophical questions about the mass media. Do people imitate their heroes, whether they be Cosumova screen stars or Clockwork Orange things? Teachers tend to have an ambiva-lent attitude to journalism. They encourage sixth-formers in read acwayapers and periodicals, but often imply that journalistic writ-ing is merely un inferior furm of Is there too outly sex and violence on television? And du we belleve oll the media tell us? The local oll the media tell us? The local library may have a mugraphy of Richard Dimblehy detailing the famous epughetti harvest affair in 1957, and one of the histories of Ambridge will tell of the huge public outery when Grace Archer died in the stable fire in 1955.

A general studies opilou on the mass modio can he hoth theoretical and practical, helping to explain the role of the press and broadcusting in a free society, how facts can be slanted, and above all how words can be used with precision to create a paracular writing style. slanted, and above all how words can be used with precision to create a pardicular writing style.

It is good to begin by oxantlaing the actual stages in producing a paper. The Daily Mail produces an excellent pamphier "Anatomy of a newspaper", or schools may already possess the relevant Sanday Timas current affairs filmstrip showing the whola process from initial scoop to doorstep delivery.

The Bureau of Andit Research produces and been in dunger of assessination 29 times. Where does one draw the line doorstep delivery.
The Bureau of Audit Research assassination 29 times.

Such a course can never he more than a taster for the real thing. But it may enable sixth formers to understood jaurualism better, and porhups encurrage them to improve their writing via a currespondence course with the Landon Schml of Jurundism, or some similar institu-

Nigel Richardson tenches history a Uppingham School, Leicestershire.

Terence Ladlow

making polite efforts to laugh at your inane jokes. We have had consultations with our brothers elsewhere and have decided that we reject this enforced eubligationwe are no longer prepared to suffer such indignity merely to provide you with a steady source of lu-

What if he then leads the class out of the formroom to join the streaming throng of fellow revolutionaries pouring out of other classrooms for a mass meeting in the playground? What if this is only part of a nutional walk-out, a prenicditated protest as a ramonstration of weeks, months, even years of increasing frustration and growing realization that, in spine of their youth, the school population have as much right as their elders to osk for better working conditions?

Of course, it will never happen. As we all remember from our child psychulugy essays, the powerful force of socialization is enough to preserve our children's conformity. But that does oot after the moral issue-the possibility that wa ara imposing conditions that no modern trade union in any free country would dream of accepting

What would happen if we required all miners to attend a morning assembly and to stand as soon as the head of the CBI walked in? What if we required civil servants to ask permission to be excusad during office hours-aud usually refused them on the grounds that they should have gone at lunchtime? What if teachers themselves had to wear green blazers, black trousers or skirts, and had to suffer thorough scrutiny every morning

by the head?

The consequences of such enforcement are unthinkable-and yet we have no qualme of conscience in

Terne Local paper reflect is the proper reflect in Eprocal paper reflect is the Eprocal paper reflect in Eprocal paper reflect is the Eprocal paper reflect in Eprocal pape

The Bureau of Andit Research produces annual circulation figures, usually reproduced in The Times, while Anthony Sampson's New Anatomy of Britain has a section which gives a good account of the cut and thrust of newspaper competition. Marjoric Wilkerson's News and newspapers (Barsfurd) has other useful information. Integrated

Sixth-form

journalism

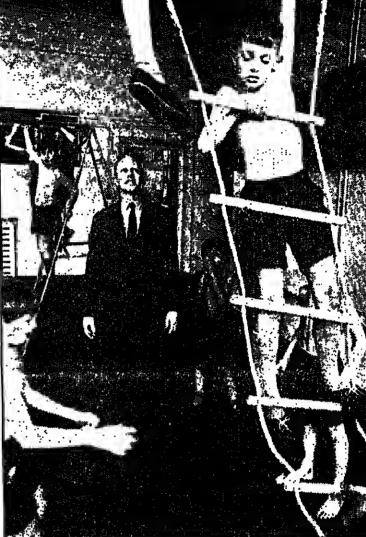
Nigel Richardson

A general studies option on the

useful information.

Comparison of papers is important. Students can be asked to measure the annular of culumn inches devoted to cermin types of story in each paper, to compare headlines and frant page layouts. Why do some staries have more oppeal them others?—banner headlines for "2 larses die lu motorway inferne" of the top of the page, yet only one tiny paragraph for "4 killed in pile-un" at the bottom. And how do the advortisamens in each paper reflect its readership?

Few audents soom to have much



Children without roots

Nick McCarty and Philip Christoudoulou report on some of the problems facing Cypriot

refugee children in settling in to the English way of life

Alexandra is 13. She came to London after the Turks bombed Fanagusta, and lives with her father's sister in Islington. After two years she has still not hecmae used to the grey sky "that six mi your head day after day". Nor to the endless dreamy street's. And Alexandra is afraid.

She is one of the 2,000 children who came is Brimin after the Turkish invusion of Cyprus in 1974, and were only afforded six-month "hong-term visitors" visas. The Home Office refused to classify them as refugees, despite the feet that rhey had been forced from their homes at guapoint, that strangers may live in their homes, and that they have nowhere else to go.

"There's nothing like your own country, the place you were born", said Alexandre as the immediate of their families. They are constantly undar the threat of he portation. Mony have had to face m allen land without a close relative help them. They have not been thelped by the official attitude.

The Parkiannentary Select Committee on Cyprus reperted that the Home Office attitude had been for from helpful. "The situal iten in Cyprus has not been regarded as of auch a nature as to justify the walving of immigration rules." The cepter went on 10 say that that Home Office policy lad shown a fallure to respond promptly and hoursandly and their homes. I and those who are locking after the official attitude.

The Parkiannentary Select Committee on Cyprus reperted that the Home Office attitude had been for from helpful. "The situal iten in Cyprus has not been regarded as of auch a nature as to justify the walving of immigration rules." The cepter went on the way he would be seen in e Cypriot village. It is not easy to explain to a stranger that the late of face mi allen land office policy lad shown as fallure to respond promptly and humanely and humanely

face mi allen limid withmit a close relative to help them. They have not been helped by the official attitude.

The Parliamentary Select Committee on Cyprus reperted that the Home Office attitude had been for from helpful. "The situation in Cyprus has not been regarded as of such a nature as to justify the walving of immigration rules." Tho report went mide any that the Home Office policy had shown a fallure to respond promptly and humanely to the effects of Invasion of a Commontwealth island. The problem continues, es the Turks ere still pressing the Greek Cypriot pupulation left in the north of Cyprus to leave their homes and lends to the invaders.

Not every United Kingdom authenity and educational establishment mode an effort to tope with the problem at the outset. In grass that were least sympathetic or less, responsible, no care was taken to provide extra help with the language preblem. Others reacted differently.

A teacher in fightney had nothing but presses for his authority ond his schnol, in which there ore appreximately 50 refuges there is 1974 they mastered the English language, end have tow started some positive progress in the rest of the ecademic subjects."

It may be that in Haringey they have been lucky enough to heve a number of Cypriot teachera. In other outhorities children on teachara were faced with an indifference that borderad on hostility. Some even used the slatus of the children of the situation. The girls have made mere progress in the rest of the ecademic subjects."

It may be that in Haringey they have been lucky enough to heve a number of Cypriot teachera. In other outhorities children ond teachara were faced with an indifference that borderad on hostility. Some even used the slatus of the children of the first have made even the firs



my case seon. The nuly way out of it is to get adopted to English parents, so that I can stay."

Efforta hava been made by the Cyprint community to ensure their children get that eppertunity to have the beat education. In England this is true net enly for the liays, but for the girls also, Marle is 14, and Intends to stay ou at school after 16—" which is something I wouldn't de la Cyprus. Over here yeu are given every opportunity and helped in every way if you want to learn", she said. "In Cyprua wa were given more work and stricter teachars."

In a male-oriented acelety, this apportunity for the girls has not been common. It may be that, with the virtual breakduwn of the dowry systam, the women have been liberated. They will certainly be in a position where skills, prefessional ability, and higher

In a male-oriented acciety, this apportunity for the girls has not been common. It may be that, with the virtual breakdown of the dowry systam, the women have been liberated. They will certainly be in a position where skills, prefessional ability, and higher education will be offered instead of the traditional dower house. It is a step eway from a more repressive system.

Many childran we talked to stressed the difference in disciplina, seeming to prefer the strictor systam they had left helind,

The uncertainty is causing acute anxiety among many children. Educationally it can do nuthing but exacerbate their of departs problems by keeping the threat of departs tiun honging over them. They may, in the words of the social warker, he "going hack to the roots of their culture" but they would be the roots of their culture. the stricter systam they had left helind. Pathieps this was natural. Many who have been thrust out from their families into the hands of strangars flod that freedom is the mest frightening aspect of their lives.

Irena is 16, and ettends o school in Isling. Greek Cypriots.

Irena ia 16, and ettends o school in Islington. "Studants are far more polite in Cyprus Kide here do things that we would never draam of doing in my old school. . . It was hard settiling in at first, but I have now more or less meatered the language end got used to the life. . . . You're much freer here than in Cyprus really. I mean here averyone does their own thing and no one gives a dame. In Cyprus, if you do something which isn't accepted by everyone elso, you're branded."

As a social worker involved with these

As a social worker involved with these children said; "Tha old standards and attitudes to family end rosponsibility die very fast in our mora sophisticated society. Thase children; who have sirasdy lost so much, who have no roots, and who in rony cases are separated from thair families, are easy mark for those who would expinit the felt meny might."

He felt meny might



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(Note: Also available through the Educational Productions Ltd catalogue.)

Cypriot children in Tollington Park School, London, last year, during a visit from their country's Minister of Education, Andreas Mikellides.

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WILTSHIRE

PURION ST. MARK'S Qualified IPACHI n water 2 registred from September, 1977, Exception of inten-traction with ability to other Music of Mathequatics pre-ferred. Letter of application cand stantaged addressed enveloped to Str. II. W. Beset, Head Teacher, by 27th April, 1977.

ALFRED SCHOOL.—Ser pondent Schools. Other that

Scale 1 Posts

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(London Berough) Hemilred for September, 1977 — OLAISBUDON J.M. SCATION, Hale Drive, Mill Hill, SW7 VED Holf 332 Scale 2 and above Experienced general class lunter ILACHER, Scalo L. 7 his peat is not considered appro-pricto for a first appointment ILOndon Berough!
Required for September 1977:
CDUITTLAND J.M.I. SCHOOL
CRUTTIONA Avenue, Mill Hill,
NV7 384;
Italian 1990 Avenue, Mill Hill,
Experienced INFANT TLACHER,
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DOLLIS INFANTS' SCHOOL Pursion Road, Mill Juli NWT 200 Joli : 300 Experienced TEACHER for The Infant Class. To be responsible for MUSIC. Scale J. SAUNET OSIDOE J.M.1. SI:HOOL Chars Side, Southonle N11 5HO Hool: Olf TFACHER Scole 2) Sacronous with Heat two below Syncronous with Heat two below Your Oronne—MUSIC desirable. Treditions! Approach. Landon Ogrouph Lun Acco, Orahamo Parti, NW9 51'N Experienced THACKER for Decon-tion Cints in an open-plan situation. SUNNYTICIOS J.M I. SCIPOL Suoninglicids boad, Ilendon, This post is not rensidered appro-prints for a liret apprentment Junior Class TLACHER in approved cases assistance may be plyed by way of payment of the lot of the payment of the lot of

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Diquitod for September:
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(Heat) Efect Colbury County
Infant School, Foxibility Lane, ColOffry, Nr. Squillaction.

ST. PHILOMENA'S H.C. Cholsfield Hand, Orpington, Kent.

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CORSET WESTHAVEN COUNTY JUNIOR Hodipolo Lane, Weymouth,

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DEPARTMENT OF EQUCATION
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Geoing date: 20th April, 1977.
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R. W. Elle, Director of Personnel Hesourgs. Hoguired from Bophunher, 1977, FBACTIEN (Scolo 1) for Middle and or Upper Juniors or Upper Juniors.
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EDUCATION COMMITTEE

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COUNTY COUNTRI-COUCATION DEPARTMENT

MAIDSTONE DIVISION

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Application forms abdulable from the undersigned (alumned addressed one-loss, pirace) to whom consisted forms should be returned by 28th April 1977.

Holert M. Oevan, Director of Education, Education Or-pariment, Powys County Hall, Liandrindod Wells, Powys.

ROTHERHAM

A THE RESIDENCE OF STREET AND STREET AND STREET AND STREET Middle School Education HAND SIMILAR OF THE

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EXPERIMENT IN COMMUNITY EDUCATION

CO-ORDINATOR

In co-operation with the Getnerd Van Leer Foundation, the Education Committee lave been conducting as Espariment in Community Education in three areas of the City. The Project which begen in Gettember 1974, has been designed to involve both statutory and voluntary social agencies and leuring the local primary and nursery achools so the local points for the aducational and social rehabilitation of the three erose they serve.

they serve.

The present Co-ordinator is to become Head of an innor ring primary ochool in September 1877 and applications are therefore invited for a new Co-ordinator who will be reapprehible for leading this exciting planear project into its second slage. Suiting on the successes of the first olage, the new Co-ordinator would help to develop its test potential for community regeneration. He would provide oversit approvision and support to those involved. He would work closely with the liesds of the actuous concerned. The inspectorals, and the Pripolpels of Further Education, as well so with Heads of City Departments.

Splary—from £6,000-£6,000
depending upon experience and qualifications.
Further particulars and forms of application may be obtained from the Chief Education Officer, Stating Granch, Educotion Office, Margeret Street, Surmingham 63 38U, to whom completed forms of application should be tatureed not later than April 27, 1977. There is a echome for assistance with romoval exponses

> BIRMINGHAM CITY COUNCIL

Nursery Education Headships WEST YOUKSHIRE DIN G.E. MIDEDI CHIST

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As two Combunitions normaler pro-Application form and further par-ulars are obtainable from the rector of laboration, Wakefield 11 C., fond Street, Wakefield, 21 Yorkshire, Jahrussel Lectors West Yorkshire, disamped addressed toolscap envelope, please,; (46sing date, 2006 April, 1977,

Other Appointments DAIDNET

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Teacher for

Primary Schools

hue to be considered.

Closing date 2nd Mey, 1977.

CAUISE

Cornwall Education Committee

Peripatetic Advisory

There is a scheme for removal expenses.

Applications one invited for this post from precising teachers, preferably still in the first third of their ceteers. Varied primary experience, including come years in intent and/or nursery classes, it essential. The salery is ea for a Group 3 Heedleecher, with substitutions and travelling allowences.

Application forms and further details from the Secre-tary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.

This is a readvertisement, and previous epplicants will

Gees bry tor Education; Education Department, County Hall, Truro, Counwall,

CHERT WEST SERVE STORY

HERTFOROSHIRE EART HEDTS DIVISION LONGLANDS J.M. & I. SCHOOL Nunabury Office. Turnford Chemuni

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COUNTY EDUNCIL Required in September, 1977: LLANDHILLO I P. SCHOOL

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COUNTY JUNIOR AND INTANT Actionally, Near Mallon
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Hall, Grenfold, Loicy 117,
18th market addressed envelope.

NEWHAM Handon Octough at: DAVENSCROLT JUNIOR SCHOOL Roll - 216

Hurnham Scales
Plus Union Allowance Cap2
Plus Atthewal Supplement \$512
Plus Social Priority Allowance
Cap1 or \$270.

NURTH YORKSHIRE COUNTY OF COUNTY JUNIOR AND INLAST SI GIOGO. St. HERER.
Heminabrough, Near Seiby
(Graph 3)
Applications are leveled from subpoly experienced 11 Achielis for the
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NORTH YORKSHIRE (County of) Applications are invited from suit-obly experienced leachers for the

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DEPARTMENT UP EDUITATION

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IT ACIER, Group 4.

Closing date : 6th May 1977.

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WILTSHIRE ST. HELENS PRIMARY SCHO'4. HEAD TEACHER and DUPLITY

This school will, be onening in September 1777 Applicants must be slutably qualified and experienced for the oldow posits.

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WILTSHIRE

SAVERNAKE, SI KATHLINDES C.E. CONTRIBLED PRIMARY BATTONIA BUTTANE MATHOCOMPR NOOD L. Number On roll: 32

for Seulember 1977. required

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A dicator forms and fur-her internation from the Pictor of Libration, Muni-sal Offices, Ciceband Strom, Lephand, Morseyside L41

EURCATION BERVICE NORTHERN AREA SANDY COUNTY PRISIARY JUNIOR SCHOOL

HANDER SCREDO!

Lainmuin Read, Sandy

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Regulard for January, 1978, or

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Application forms and nother particulars and include particulars and loss of the School.

Cioslus date: 2nd Moy, 1977. using date : 2nd May,

> Pilmary Schools HEADSHIPS

MARYLAND JUNIOR SCHOOL Gurnay Roed, London E15 18L. Roll: 265 Required September, 1977 .--

> HEADTEACHER Group 5

Burnhem Scele plus London Allowence £402 plus Annual Supplement £312 plus Sociel Priorilly Allowence £201 or £276. Application forms end deteils mey be obteined from the undersigned end should be returned by April 22, 1977.

Previous epplicante need not reapply. Education Officee, J. S. Wilkle, MA, PhD, Broadwey, Director of Education. Sirallord E15 4BH.



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Advertisements received by Monday will be published in the following Friday's issue subject to sysilability of space. Copy should be sent to:—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London
WG1X SEZ. by Monday for the following Friday's issue.

Advertisements published in the Scottish edition only will be subject to a 2S per cent discount on the above rules.

Classified Advertisements

The charge for advertising in sil classifications is 66p per line (minimum 3 lines). cm (minimum space 9.5 cm double column at £72.20).

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Unless officially charges Closing date is fourteen days aim to the appearance of the most dece-

mail!
In respect of Headships and Oriputy Meadships in All schools and other posts in printary, middle and special schools, laring are analystic from, and returnable to, the Oricotor of Education, Repairment of Education, Great fillings Succel, Loads LSI SAE.
For other pasts in succeeding and high schools, application by letter should be made to this beneficioned of the school concerned, giving tall details and the mains of two mismess. The pertindental medica equals to quelot on all correspondence lleggests to temp, and details should be an antistude by a tamped addressed medical

SPECIAL SCHOOLS

TEMPORARY POST SCALE 1+S.S.A.

E.086 FEARNVILLE SCHOOL [E.S.N.|M)] |No. on Rail: 188; 5-12 Gears)
Oakwood Laim, Loods ISS BLF
Triophone: Loods 154950
Heartoscher: Mrs. 14 Carlin

Required for September for one year only to experiented from her, as mamber at a loom to the Upper School (age ronge 8-12 years). Contains programmen the studented in Alls her, open-stan Justice Colool. Experience of success received desirable but not growthat

PRIMARY SCHOOLS

HEADSHIP

M.W.252 WESTFIELD PRIMARY SCHOOL (No. on roll: 338; 5-8

Regultred for Soplogiber, 1977 IIFANI EACHER for thin Group 8 Primary School,

SCALE 2 POSTS

N.W.283 (VESOI) HOUSE PRIMARY SCHOOL (No. es roll : 261 1 iveson files, Loads LS10 CLW Telephone : 678200

Received for September. 1977: an experienced and enhanced for September. 1977: an experienced and enhanced for foreign willing to play a last far all areas of echeci activity. Special inforced in PL/Gamon/Systeming would be advantageous

8.246 BEESTON HILL, ST. LUKE'S C.E. (AIGED) PRIMARY SCHOOL (No. on roll: 200: 5-9 yeors) Sassion Rood, Loads L811 8HO Tolophone: 33375 Nandtoacher: Mr. J. A. Cooka

Required for September, 1977, on enthusiastic leacher for on 8/8 age group. An inversel in boyo games, P.E. and/or music will be on advantage. Application forms may be obtained from the Madelonian at the school.

SCALE 1 POSTS

OTLEV NEWALL FIRST SCHOOL (Ho. on roll: 240: 5-8 yame) Newall Carr Road, Otloy, Lecule LS21 2AU

Talephone : Olley 3494 Hendlesolior : Mrs. 8, M. Gruco

Hendlesonor: Nrs. 9, M. tenen Required to Sopiembel, 1977: N.W.284 Taccher for cines of 6/7-year-old children. Ability to leach Music of P.E. would be no advantage. N.W.286 Temporary teacher for one year [10 repisco teacher on secondmant) for closs of 6/7-year-old children.

E.259 BARWICK-IN-ELMET C. OF E. JUNIOR SOHOOL (No. on roll : 166 i 7-11 yeşre(Aborford Road, Barwick-in-Simel, Leode Leib 4DZ

B.270 GARFORTH AGGREGORD ROAD JUNIOR SCHOOL (Ho. on roll: 187 r 7-11 years)
Aberlord Road, East Carletin, Leeds 1925 2HF Telaphona: Leada 067238

reisphona: Leads 067238

Neadloaphor: Mrs. J. Hopier, B.Sc.

Required for September, 1977, for this medera send-open-pion school with good (solitiles, buill to serve R developing estate: teacher willing to play a full patt in all erens of school solivities and toach any aga group. Ability to take a special interest in 6078. GAMES on advantaga.

8.245 SESTON HILL, ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL [No. on reli : 290 : 8-0 years] Bession Fload, Loeds L511 SHO

Talephone: 33375

Required for Suptombor. 1977, o teacher for 5/7-year-old children. The oblity to offer music and/or art will be on adventage. Application forms may be obsessed from the Headleacher of the school.

8.248 MORLEY, OUEEN STREET INFANT SCHOOL ING. on roll : 55 : Quaon Street, Morley L827 0EO

Telephone : 632825 Liesdicacher : Miss B. M. Baltomley

Required for Beplambor, 1977, an larant teacher will nursery experi-open. The ability to play the plane will be an adventage.

N.E.278 MOORTOWH PRIMARY SCHOOL (No. on foli f 180 : 5-8

years)
Shadwoll Lane, Leeds LS17 SOR
Tolephone I Leeds 688915
Headteacher: Mr. T. A. Y. Sills

Required for Soptomber, 1977: leacher to take charge at a reception class in the stat instance but to be prepared to work with any ego group in the primary range.

N.W.256 HORSFORTH, NEWLAITHES JUNIOR SCHOOL INC. on roll r

346 : 7-14 years) Vistoria Crescent, Horsicith, Leeds L818 4P7 Telaphone : 588845

er : Mr. O. W. Lofthouso loquires for Suplémbor, 1977 i Togoher for class of 7/8-year-olde. N-W.257 YEADON, WESTFIELD JUNIOR SCHOOL (No. on roll : 260 :

New Road, Yeadon, Loads L818 711W Telephone: 568395

Headtoacher: Mr. J. Hisagricht Headlred for Soptombor, 1877; teacher for a class of second or thick-year lyniors.

MIDDLE SCHOOLS

S.249 HUOH OAITSKELL MICOLE SCHOOL tho. on roll : 898 : 8-13 St Authory's Orivo, 168da LS11 8AO

Tolophane: 718963 Headteacher; Mr. H. Wanloss, & A., A C.P. Required for September, 1977, a leacher of General Subjects to back hittelly children in the 10-th line range. Applicants should note that their special interests in cone detail.

HIGH/SECONDARY SCHOOLS DEPUTY HEADSHIP (GROUP 13)

N.S.277 ROUNGHAY SCHOOL (No. on roll; 1,420 (13-15 condeca-tions) jecksdjeg 359 je Sixth Form((Glodhow Leno, Leads LRS 1NO

Talaphane: 0532 858651/4 Huagioscher: Mr. C. H. Olover, J. A. Heighted for September, 1977, or as once as possible florositer: DEPLITY LIEAO (GROUP 13). Applications on invited for this post which entire special responsibility for the organization and administration of the Main School [3rd and 4th Years].

SCALE 4 POSTS

N.S.278 ROUNGAY SCHOOL (No. on roll: 1,420: 13-16 so.schos-lionsi, including 359 in Slaih Form) Clustrow Lann, Leodo L39 iNO Talepipone: 9502 850651/4 Ileodisenhor: Mr. C. II. Glover, M.A.

Industration of September, 1977: ITEAO OF ECONOMICS OEPARTMENT INCALE 4). A well-qualified and apportanced graduate is eaught to risk o charge of a department of loar staff. Courses include C.S.E., C.E.E. and "A" level including Oxbridge Scholarship work.

LAWNSWOOD SCHOOL (MIXSO COMPREHENSIVE) (He, on roll : 1,348 : 13-16 years)
Ring Rond, Wost Park, Leads LS10 5AG
Tolophone : 782321

[londspacher : Mr. E. A. Pollard, M.A. (Cantab) Nequired for Captember, 1977 :

Required for deplamber, 1977;

I.W.258 SENIOR MASTES/MISTRICSS (Occury Noss Soals Group 13)

The post involves everall responsibility for curricular provision throughout the solucial and species change of a large open sixth Form, which is developing new courses and altrustres from an ux-Orammer Schippi base, in both aspects of the post the porson upportunity to develop educational ideas and menagement akilio, 17his is a re-setyerisement of Post No. N.W.163 (Y.E.e., 25th Nesch, 1977). Candidates streamy insyling applied for this post are, of course, still under consideration.

SCALE 3 POSTS

N.W.288 HEAD of RELIGIOUS AND COMMUNITY STUDIES within the mice of Memanities. The School has a situan commitment to Community Stacles and work in the local uses. The poraon appointed will bring cultualeam to the croft of reorganizing both compulsory and the optional clamants of the curriculum, developing new practical approaches, yet forsining Religious Education as a study in its own right.

N.W.264 HEAO OF ART within the area of Creetys Studies. Energy and criticalesm for the teaching and development of Art as a centra point to courses in Creetys Studies, for pupile of all abilities, is important. Full scope will be given to develop ideas both in teaching and in the new techtiles currently being planned.

E.271 CROSS ORESN SCHOOL (No. on roll r 1,850 | 13-15 years)
Cross Green Lane, Leade LSS 980
Tolephone : Loeds 48/501
Nosdresoher : Mr. O. Smith, O.A.
Required for Septembor in this mixed purpose-bellt comprehensive school : REMEDIAL specialist to chare in work with least able pupils in Forms 4 sad 8. Appropriate expositions in the teaching of English and Methematics is cassatial suc an sbility to help with societ studies in teaching of English and Methematics is cassatial suc an sbility to help with societ studies in teaching of English studies in teaching the second s

SOSTON OPA COMPREHENSIVE OCHOOL INC. on roll r 1,495 in Yours 1-8 r First Obth Form commissions in September, 1677) Cilitord Moor Road, Soston Sps. Welhorby, West Yorks Tolophone: 930-842916 Floodteacher: Mr. J. R. Nenson, M.A.

NE.276 floquired for September, 1977: HEAO OF MUSIC OEPART-MENT (SOALE 3). The post offers an exciling end chellenging opportunity to expand in the well-established choral and inshumenting groups and to continue the development of courses leading to 'O' and 'A' levels. There are good tacilities. As active policy of a variety of pablic performence is pursued.

TEMPORARY POST

(SCALE 1)

N.S.280 Regatred for September, 1977: TEMPORARY FULL-TIME TEA-CHEN FOR OIRLS' P.E. (SCALE 1). This appointment is for the whole yeer. All aspects of physical education are regalized.

N.E.181 Required for Soptember, 1977: ASSISTANT TEACHER FOR ART. A lescior is sought for Ornwing and Phinling throughout the school. An shillty to develop Printmeking and Febria Gesign will be

SCALE 2 POSTS

W.284 INTAKE NIGH SCHOOL (No. on roll 1 848 1 18-18 years) Calverley Lono, Loads L813 1AH Tolophone : Laode 564951 Hesdiescher : Mr. O. W. Gerdiner, M.S.E.

Required for September, 1877: LISRARIAN/EHGLISN OFFARTMENT—a leacher to be responsible for the Library and side also to contribute to the English teaching to 'O' and 'A' levels.

W.205 WEST LEEGS GIRLS' NICH SCHOOL (No. on roll ; \$06 | 13-16

W.25 WEST LEEGS CIRLS: NICH SCHOOL (NO. 69 reli 1 see 1 13-16 years)
Congress Mouni, Leede LS12 SOT
Telephone: Loode 633428/7
Heedtesohor: Miss M. C. Mointosh, B.A.
Reguland for September, 1977: teacher of DOMESTIC SCIENCE. The person appointed should be obte to teach the subject to 'O' and 'A' issele at the C.C.E. end C.S.E. and should also be said of offer come non-examination Needlawork. A Scale 2 post is available for a outliebly qualified and experienced teacher.

N.W.261 ABSBY GRANGE CHURCH OF ENGLAND (AIDSD) SCHOOL (No. on roll : 780 ; 18-16 years) Bulohor Nill, Leede LS18 5EA Telephono : 787877 Hoedlesoller : Mr. O. A. Sieck, M.A.

Required for September, 1577: teacher to be Secons in the ENG-LICH Department, Applications will be perticularly wolcomed from Members of the Oburch of England. க் காக்கில் கிறும் அம் மானது நாட்குள்ளத்தன் கடியில் காக்கிய சிரும் காக்கிய கிறுக்கிய காக்கிய முன்ற மன்று முன்ற நார்க்கில்

CITY OF LESOS SCHOOL (Ho. on roll: 023: 13-16 years) Conditions Lane, Loads LS2 88P Telephone : 454825 Headlescher : Mr. E. A. Rockeliff, S.A.

N.W.282 Toecher for NOME ECONOMICS and NEEOLEWORK to G.C.E. 'O', 16+ and C.S.E. levels. The ability to leach besigned that care would be an edunnlogo. This is a improvery post for every time the place of a member of sint on secondment. Ocale 2 post withing for solicity experienced person but this should not provide building for solicity experienced person but this should not provide building 6 socking filed first appointment from applying.

N.W.263 Teaction for some of the tellowing subjects faught within the healings Studius Copartment: COMMERCE, SHORTHANO, TYPE. WALLING.
Canimerce is laught to C.C.E. *O * and C.B.E. levels, Shorthand and Typawriting to R.S.A. Stagas I, II, and III ond cloot to C.B.E. level A Seets 2 pool is available for n suitably qualified and experienced

OUISELEY, ST. MARY'S R.C. COMPRENSHIVE (AIGEO) SCHOOL |No. on roll: 856 (Mixed), 11-15 years) |Iradiord Road, Mension, likley £829 6AE |Talophono: Oulsaley 72951 |the drouctur - Mr. J. J. Deltpn, S.A. |Iradiord le: Soplomber, 1977;

SENIOR TEACHER SCALE

N.W.254 Sonior Tosoher to assems academic reopensibility for the lipper School I Years 5 and 8), Celles will include public exeminations administration and Higher Education lovel, carcors guidence and liaison. Substential, eucocastul Sisth-Ferm leaching experience casonitol. Appreciable teaching involvement but particular apaciatism not of primary importance.

SCALE 2 POST

N.W.288 Lively, well-qualified and experienced graduale in ENGLISH as Second in Copartment.

TEMPORARY POST (SCALE 1)

E.272 FOXWOOD SCHOOL (No. on roll: 1,889: 13-18 years)

E.272 FOXWOOD SCHOOL (No. on roll: 1,889: 13-18 yeers)
Brooklando Viow, Leade L814 88A
Yelephone: Leade 802141
Ileadisachor: Mr. R. T. Spooner, M.A.
Required for September for pre year dee to secondment: a tesciler
of IIOME ECONOMICS, prepered to teach O.S.E. Food and Nutrillon,
Domesija Science to 'O' end 'A' levele, Home Menagement and
Needlework in this school designated scolel priority.

SCALE 1 POSTS

E.273 OARFORTH COMPROHENSIVE SCHOOL (No. e4 roll : 1,705 : 11-19 years) Lidgell Lano, Carlotth, Loeds 1826 1LJ

Telaphene: Land, 889891
Telaphene: Landa 889891
Headleacher: Mr. L. A., G. Lowton, S.A.
Raquired for September, 1977; feacher qualified to toech CENERAL
SCIENCE/EHVIRONMENTAL, 6TUDIES with a rurel blac and amplicate
on ecology, totectry and natural history, Timmlable will be directive-inired Environmental Studies and one-third Contest Science.

E.274 PARKLANOS NICH SCHOOL (No. on roll | 709 Girls | 13-18 Jooroj South Parkway, Leads 1814 6HB

Heedischier: Mrs. B. M. Wood, M.A.

Required for Septembor, 1977 to tocolter of OFFIMAH able to eiler French on a socond subject. The School's Council Oorman Course 'Varweerls' to esad extensively up to 0.6.E. on 'O' level. Possibility of 'A' lovel work in German for a cullable candidnie: mitorest in European Studies (Mode S 0.6.E.) en ndded recommanderion.

ysaro) Salby Road, Loade LS16 OPT

Salby Road, Loade L616 OPT

Telephone: Leade 945278

Headleacher: Mr. O. I, Grasan, M.So.

Headleacher: Mr. O. I, Grasan, M.So.

Headleacher: Mr. O. I, Grasan, M.So.

Headleacher: September, 1977: a graduote Mothemoticion. Interest

III leaching Computer Bisios en avantage. S.M.P. Mathamotics

Is reaght to 'O' loyel on the grat 'A lavel course will olert in

Soplember. The School has its own terminol. Candidates ahould

also state in wisch areas of achool activities they would be willing

to sesist.

8.250 9001LLIAN SCHOOL (No. an roll | 1,009 : 11-18 years)

c. 200 SUCILIAN SCHOOL (No. an roll | 1,009 | 11-15 years (
Longthorpe Lano, Lothbouse, Wakefield
Telephone Wakefield \$25135
Hoadleecher : Mr. A. Lasoh, M.A.
Roquined for September, 1977, a tesoher of Melhematics to make
an effective contribution to the work of the Copariment. C. e.E.,
'O' and 'A' level courses in S.M.P. Mathematics and Further
Maritanicalics are well established and courses for Computer Studies.

8.251 MORLEY NICH OCHOOL [No. on roll: 1,170: 11-12 years) Founder Grock, Morley Le27 OPO Tolephone: 532652 Headlescher: Mr. J. R. Carr, M.A.

natured for Soplember, 1977, graduates to teach the following subjects in this theretoping comprehensive school based on a former grammar school: SIOLOGY AND GENERAL OCIENCE: GERMAN/FRENCII: MATHEMATICS. In all cases a keen interest in outschool scitvities, particularly genes, would be a further recompanded to the comprehensive school scitvities.

INTAKE HIOH SCHOOL (Ho. on toll 1 \$48 1 12-16 years)
Colverley Lone, Leeds L819 1All
Tolophono: Loode \$84931
Headloecher: Mr. O. W. Ondiner, M.S.E.
W.288 Required for Suprember, 1077: qualified opecialist loacher
for MATHEMATICS 10 * O * and * A * lovels.

W.273 Regulated A. October W.287 Required ter Spramber, 1977: quell5ed specialist leacher for ENGLISH fo'0 and 'A'ilevse, and RELIGIQUE EQUEATION to '0' level. Candidates not abin to effer Raligious Education may case an attornative teaching area.

H.S.202 ALLORTON GRANCE NIGH SCHOOL (He. on roll: 1,000 i 13-18 years) Talbot Avenue, Leeds 1817 68F

Tolephone : Loads 881052 Hoedlesohor : Or, W. Foar Required for September, 1977; teacher of EHGLISH. Responsibilities are at all levels of age and ability. An ability to help with Camas and/or Guideer Purculis on odvanlogs.

H.W.765 GUISELEY SCHOOL (No. on roll: 650: 11-12 years) Fieldhoad fload, Guleolay, Leade 1820 80T Tolophono : Galesley 73078 Hoadtacoller : Mr. G. P. Illingworth, S.A.

readingoing: Mr. G. P. Uningworm, S.A. Required for Septembor, 1977; n wall-qualified and enhanciable to cher to help with the teaching of PHYSICS with a keen interest in Combined Science for the lower terms. Examination course of 0.S.E. [Media III] and 'O 'level are well esteblished. Possibility of eventual Skill-Form work for a sullobic applicant.

Technical Studies

By Subject Classification Ari and Design

MLDDf.B.

Olher Posts on Scale 2 and above

STAFFORDSHIRE:
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Scale 1 Posts

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Headships

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STIRCHLEY COUNTY MIDDLE SCHOOL,

Stirchley, Telford TF3 1FD Required for September, 1977 :

Teachers for an integrated, environmentally-based programme.
Crostive opproach essential, additional interest in
any of the following an advantage: LANGUAGE,
MATHEMATICS, ENVIRONMENTAL SCIENCES
and CRAET

and CRAFT. The post of SECOND MASTER/MISTRESS and others at Scale 1-3 are available according to experience.

Application forms from (send s.c.e.) and return to the Headmester, Mr D. T. Jones.

Salop County Council

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Schory modifications and school
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ruline. Shawnigan Lake Related.
Sharringan Lake, U.S. VOIT 2WIL.

LONDON BOROUGH

(West Street, Corshallon)

Group II

Carshalton High School for Girls

Headteacher

OF SUTTON

If, Cubilt, Oirector of Edul-

Deputy Headships

MARK BERUST

PAIRK BERUST

Andover Until, Newholf

For Suptomber : a TALPHEY BEAD

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THURSTON COMMETTE HEADMONT SECONDAIN TECHNICAL SCHOOL

SUMBLE MASTERIALISTICS

For details see seessale (doeslote lisplay opverlisement,

Scale 1 Posts STAFFORDSHIRE

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SULTON HIGH SCHOOL Groun II
In September, 1979
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THE PROPERTY OF STREET, STATE OF STREET, STATE OF Other than by Subject Classification

Other Posts on Scele 2 and above

MATHS MUSIC: ACHOOL SCHOOLS,

DORSET

WEST MODIFS MILITALL SCRIPTUM
Henlifthold Wav. West Mann.
(Opening September, 1977.
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frequired September, 1977.

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29th April, 1977.

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Secondary Education

cants need not re-npply, they will be considered. Fur-ther porticulars and application form from Director of Educetion, The Grovo, Carshalton, Surroy SM6 3AL. Closing date: 611 May, 1977.

SURREY

FRINGE AREA LONDON ALLOWANCE £150 p.e.

this olx-term-only actual which has 1,026 girls agod

11-18 on roll. Vacancy due to refirement. Previous appli-

Generous rejocellon expenses in approved ceses. HEADSHIPS

SCHOOL

THROUGHOUT THE COUNTY.

ABBOTSFORD COUNTY SECONDARY SCHOOL Stanwell Roed, Ashford (1,172 on roll, expecied to be 1,450 by 1979)

The Headship of this mixed comprehenevs school (12-16) is vecent from the Summer Term. Dete of eppointment eccording to evellsbillity. Salary Group 12, £8,488-£9,051 per ennum plus £312 (1976 supplement), subject to current restrictions on accession bound as 500. rent restrictions on progression beyond £8,500 per ennum, plus £189 (1977 supplement).
Re-edvertissment: all candideles will be considered to

DE BURGH COUNTY SECONDARY

Merelleld Gerdens, Tadworth (835 on roll, September, 1976) The Heedship of this mixed comprehensive school (12-18) is vacent from Sopiember, upon the retirement of the present Head end it is hoped to eppoint from thet date. The school was reorganised in 1973. Selery Group 10, 57,455-58,079 plus \$312 (1978 supplement) subject to current restrictions on progression beyond £8,500 per ennum, plus £189 (1977 supplement). Re-advertisement: ell candidates will be considered together.

gether.
Application forms and turther details evaliable on receipt Application forms and further details evaluable on receipt of e elamped eddressed, toolstep envistope from the County Education Officer, County Hell, Kingston-upon Themes KT1 20 J. Pleese specify post(s) in which inter-

esisa. Completed epplications to be returned by 29 April, 1977. To provide a compression of the contract of th

Education Department

Maylands School for Girls (Roll 730) Broadslone Road, Of Albany Road, Hornchurch RM12 4AJ

Required September 1977

Headteacher

for this live-form antry, Group 9 Girls' Comprehensive School situated in modern brildings on one sito. The vicency has arised fine to the retirement of the presant Hoadleucher.



Application forms and further details nvailable (S.A.E. please) from the Oiroclor of Educational Services, Meroury House, Morcury Gardens, Flomlord RMf 30R, to be returned by Monday 2nd May 1977.

SHENLEY COURT SCHOOL

A STATE OF S

SHENLEY LANE, O(RMINGHAM B29 4HE (Group 13)

Applications are invited from suitably quelified teachers for the post of

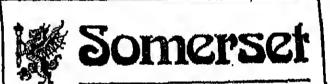
HEAD TEACHER

of the above school, to commence duty in September,

Shenley Court is an eleven-form-entry, purposo-built, Comprehensive School in the South-Western Subusbs of the City.

Application forms and furriller details mey be obtained from the Chief Education Officer, South Arse, Schools Branch, Education Office Margaret Street, Birmington B3 3BU, and should be returned not leter than April 27, 1977. There is a schome for assistence with removel

BIRMINGHAM CITY COUNCIL



STANCHESTER COMPREHENSIVE

Stoke-sub-Hamdon, near Yeovil

HEAD

of this 11-18 ago range, mixed comprehensive school. 718 on roll.

Salary : Group 10 £7,787.£8,391 (plus 1977 Award). Application form and details (S.A.E.) from Staffing

(T) Section, Education Department, County Hell,

Appointment to commence January, 1978.

Teunion. Closing date 2nd May.

HAMPSHIRE

(AIDED)-GROUP 8 Applications ere invited for the appointment

ST. GEORGE CATHOLIC SCHOOL

HEADSHIP

of this 11-16 boys' comprehensive school from September, 1977. Applicants should be practising Roman Cetholics.

Application forms and further deteils from the Aree Education Officer, Arundal Towers North, Portland Terrace, Southempton, Completed epplications to the Rev. Cenon G. Dwyer at St. Edmund's Presbytery, The Avenue, Southempton SO9 4TF.

Closing dele for applications: 2nd May, 1977.



PASTELL ACON RIGH SCHOOL Hope Orang D. Liber pants Head: D. Gerain: Williams, H.A. The which that the sent it a sent it a control where the sent all planes it a left it will be controlled it in the sent it a left it will be sent it in the sent it in the sent in the sen

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1 quired. Analication farms and lucther in-umulion are available from and furnishe to the Assisian Director f Fduration, Onion flab, Scot-fr 1791. Whitchevon, by 29 April, 1771. Whitchevon, by 29 April,

debils and ppplication form editaclics, Tavislock Helenal. h, Devou, to whom com-orms should be returned as na possible.

TISSEX POWEHS IMIL JUNION SCHOOL (1001 396) 8pa : Rosa - Willem (13324

n tosching. Ipplication forma from Area Icalion Officer, Morth Wost ex Area, Crossman floure, ion Approach, Braintes, ex CM7 604, To be returned

BECOND MASTER/MISTRESS

HEAD OF UPPER SCHOOL

Manied for Applembee, 1977, chlor Moster/Mistress i Bonion oschoe Sedel in Dharm of lith ond Siath Forms, Apul-olions wolfomed from well uslitted and experienced to-hers for list important and hers for list important and

tagaired for 1st Soniember, 1977 topications are interest from quali-ted TEACHERS for the following SALEO COMPILCHENSIVE

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POD-Y-DDOI JUNION MPRENENSIVA SCITIOL

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(Comprehensive school in good residential orea of edge of fireen tinit, well access to London, in open commission and to near the man to the near the man to the near the man to the near the ne Audicants should be highly quali-ied with groven ability and rele-tant shipproven strictably in a comprehensive school.

The principal delics will concern administration and organization.

ROTHESTER HEGE SECONDARY ni ilead. Lipsing dale, 20th April,

in the commitment. To a which a practice of course would be practiced by the course of the processing of

KNOWSLEY (Molrenditan Borough ol)

PRESCOT COMPHEHICASIVE

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Modern language teaching

EXTRA

George Varnava comments on the HMI report, Modern Languages in Comprehensive Schools

Predictions and achievements

h is increasingly accepted that n foreign language can no longer be considered a nerre asset to the edu-cated school-leaver; in Britain, as liewhere, It is rapidly becoming a

The HMI report Modern Languoges in Comprehensive Schools is a nationwide survey committed from n sample of 83 schools. A further 19 schools provide the chapter "Ex-amples of Good Practice" whick, agalficantly, shows what encourage

The report usefully explores the resons for poor national perform-sice, although its six final recom-mendations do not allequately re-flect the ronge of pruhlems identi-fied

The low figure of 35 per cent of livear-old pupils learning a foreign language within an opnion scheme is depressing if not shanneful. Similarly, ona O level plass or CSE Grada I result for every 10 pupils the fifth property of pupils the fifth property of pupils. is the fifth year aga group (only group) is hardly reason for nutional

However, every teacher is annually reminded that where public exuminos results are concerned, educational suits are concerned. union results are concerned, edu-cational olisarvers are first interes-ted in how many candidates succeed whereas, inside each school what uniters most is who succeeds. Figme 1 showa what stotistical analyses vitably obscure : the discrepancy between pradicted ability and actual achievement of individual pupils—even where prediction errs on the oplimistic side.

Clearly, additional, varied objectives in language teaching must be lacreased and convincing success achieved by a wider ranga of pupils. Stress the importance of differentialing between the separato skills objectives must be realistically related to his own future and the line spent on the subject at would contact the will gain from school. Clearly, additionol, varied objectives in language teaching must be adopted if the target group is to be achieved by a wider ranga in pupils. Her, Majesty's Inspectors rightly stress the importance of differential between the separato skills of sommunication but, for the pupil, lated to his own future and the time spent on the subject at the spent of the teacher spent on the time spent on the time spent on the tention between the time spent on the tention between the tention between the tin

Academic appropriate of course, and, io any case, most of these appropriately, because language

tst year. Presticted Artual provenance of each category abitily

teachers if they use their skill pro-Cultural/touristic — on ubylous unint. But oll levels of competence in the Isugunge are valid here and

As general support to other sub-jects—in the light of the Bullock - continued everlenf.

report's recommendations on lanteachers if they use their skill professionally—only to replace us.

Vocotional—in spite of English being the predominant world language in commerce and industry, familiarity with a second language must be an asset. Commerce relies on good public relations and the businessman whu can operate in more than one language will have an odvantage over his ill-trained cumpetitor and immediately increase his business potential.

College lis business potential.

College lis business potential. class. Samples of pupils work a have chosen at rendom from their exercise books have frequently re-vealed a superiority of French over English where the criteria were pre-

Contents

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professional conscience and by periodic growls from the taxpayer about value for money.

Such spasms may produce bull, y reports, but these are sometimes so delayed that they reach the public only after copiously leading at the collection big or too comprehensive to be a combed before being natified by a region conditions, thoy neither surprise and strong against another opening the correct cockoo in the delayed that they reach the public more true than he language and languages. In education, the very term languages were considered before being natified by a region conditions, thoy neither surprise and second controlled changes are surprise and strong against another (French being the current cackoo in the desired purpose other than mere survival.

An effective curriculum will hardly result from free collective bargaining, erron under Schouls and controlled changes rather than a new covenant which in late nineteenth, vaguely literary any finite terms of the curriculum, they were regarded as possible now chorners to delay thinkers, but were they all standard thinkers, but were they all standard the production of the correction of the correction of the correction of the correction of the public of the public correction of the correction of the correction of the public of the public correction of the correction of the correction of the correction of the public of the public of the public of the public of the correction of the correction of the correction of the correction of the public of th

oppointed council of wiseacres may rule. he inspired public discussion. Thus

the inspired public themson. Thus we are now supposed to be involved in a Great Debase—in which the public is favired to tell educators not only how to the their inh, but what that job really is. This may be very good for both sides, but as of other occusions, when challenged, the professionals may well close their ranks and concentration of defending their houses. centrate on defending their houses nather than on setting them in

It is characteristic of professionals to establish associations, linguistic expanded and union to profee and provide—at a extend group interests, to sufecution skills good technical standards and ever before, sumetimes to preserve the mystery of their craft. Teachers are no exception. New organizations arise to justify new professional stances, multiplications. multiplying in times of plenty when older unitles feogracii, but hader stress, uniting for monal

continued from page 33

withdrawal for remedial belp should not occur solely in language lessons. Three general points emerge: first, that a modern language should be pert of a compulsory core in the secondary school; second, that motivation of ell pupils is more important theo ecademic objectives relovant only to a thry minority; third, that teoching mathod; and moterists should reflect the demends of the whole ability range. The HMI report reveals that these points are not widely met.

Many schools have responded to

Many schools hove responded to-Many schools hove responded to these Issues by organizing mixed obility intake. Any scheme of streaming or banding on entry, indeed, is incompatible with the bosic principles of all ubility schools. Strong, persistent motivotion may not produce more ecademic successes at public examination level but will almost certainly increase the number of pupils choosing to con-

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language means English, and even among language teachers there is little notion of any underlying curricular unity comprising all the languages in education. (The Influence report did not even mention moder) languages? omidern languages.)

Pupils are left to make their own syntheses of all the varieties of linguistic experience which schools provide—at a time when communi-

Languages", French" (Blackie).

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The public history of British edge as time is quantitated by attacks or professional conscience and by periodic growls from the taxwaver.

Nevertheless, education is com-internative danger is a stark con-professional conscience and by periodic growls from the taxwaver.

Nevertheless, education is com-internative danger is a stark con-professional learned essentially of onlights and learned established each language striving for its learned.

The public history of British edge as periodic stark constituent and the professional conscience and by professional conscience and by periodic growls from the taxwaver.

the effective alternative to causic Royal Commission, artificial council of wiseacres may appeal in definite found a more independent modern of public discussion. Thus are now supposed to be insert not only low to the independent only low to the independent only low to the independent of language in educationists follows to make that job really is, language means English, and even connerntive cerebrotian.

It became clear that any con-tituous professional debuto on o intious professional debilo on o national scale would require a framework for discussion und manhoring of outstanding probletos, which was beyond the scope of any existing lady. Praposals were made and referred to the rarious associations for their maneaval during 1975, leading to syntheses of all the varieties of linguistic experience which schools provide—at a time when communication skills ore rated higher them ever before,

Questions about the future of modern integrages in the curriculum connot be resulved by simple decisions about priorities according to currently insumed political, cultural or social needs:

the system is the complex and the needs are too fluid. But an every mode had referred to this rarlous associations of a programmo committee under the chairmanship of Professor S. P. Corder. This should organize on National Congress on Languages in Education, which would produce a sustoined organic relationship rather than just ontolter big conference. By 1977 the number of constituent associations had risen to over 25,

tant principle. Cominoous activity unts representing various constithis could heat be maintained by specialist working parties which gromness, aiming to complete their

These working parties would then report to biennial ussemblies of delegated representatives of the associations, when there should be discussion and stocktoking in public. The ussembly's other main task would be to specify subjects for new working parties to study and requirements it identified as most urgent. If the assembly made judgments, statements or recommendations it would be able to speak for the whole range of professional upition which it would represent.

Rather than hegin with an assembly reages in education.

Rather than begin with an assem-Rather than hegin with an assem-lify to decide what the first work-ing parties should study, it seemed best to ser these up right owny, both to exemplify the principle of continuity and to provide the first assembly to be held in 1978) with a clear and responsible task, hav-ing a valid bosis of information.

Ing a volid basis of information.

For these first working porties, two subjects of vide interest and concern to most of the constituent organizations were eventually elasen. Both would require highly expert and experienced leadership; fortunately this became available when Professor E. W. Hawkins and Professor A. Spicer accepted invitations to set up groups to study (a) the priorities to be given to nonable to highly between the acquisition/ tenching of mother tongues and the learning/teaching of other languages.

When the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned with elements in the suddles of the first working parties; more will depend on the concerned responsibility of the first working parties; more will depend on the concerned responsibility of the first assemble. This is expected to lake assemble. This is expected to lake parties; more will depend on the concerned with elements in the suddles of the first assemble. This is expected to lake assemble. This i

Both working parties now consist of a nucleus of about 10 to 12 individuals chusen for their personal expertise, one supported by ing and Research.

reports early in 1978.

The Department of Education and Science and the Scottish Education

working parties to widen their interim views. The first was held on March 18-20 under the title "Foreign longuages in the curroulum: where and why?". The second is due to toke place from July 1-3 on "Language and languages in education".

The scheme required loltially goodwill, which seems assured, but it ultimately demands the continuous application of collective professional judgment to the changing needs of education as a whole. Much will be learned from the studies of the first working parties; more will depend on the concerted responsibility of the first assemble. This is expected to take pilsee at Durhum on July 2-6, 1978.

Defining the content of the syllabus

We have to look closely at the learners for whom it is intended and ask about their needs. By Eric Hawkins

tinuo ibeli study of a language beyond a two or three year foundation course.

A scheme at Holland l'ark Schnol, which combined mixed ability grouping with perallel languages tught in the first three years (see figure 2) produced 76 per cent of pupils teking a language at fourth year level. Currently, at Pinilco School, the figure is opproaching 70 per cent, resulting from a mixed ebility intake ood setting in the third year. The HMI survey is perhaps depressing but need not be a cause for pessimism; its "good" 40 per cent of pupils teking a language in the fourth year con clearly be bettered. Georgo Varnava was formerly hood of modern languages at Holland Park School, now deputy headmaster at Pinilico School. He is author of Mixed-ability Teaching in Modern Languages." Multiple-choice

the student's certificate.

It is not simply that panaceae are short-lived ("L'audio-visuel est mort", didn't you know?). How can we predict what we shall be aiming to do in modern language class-rooms in the eightles? We did not do very well in the sixtles at foreseeing the chollenges that comprehensive schools would bring. At least we can try to avoid repeating past mistakes. 6th 7th

leost we can try to avoid repeating past mistakes.

One of thass was to be more concerned with the "form" of the learning package than with the "contont". It was natural that with a new aid like the tape-recorder we should in the sixtles have been mession we should in the sixtles have been mession we should live been obsorbed by the problems of streeming versus.

cspacily for ampathy. (It is no mystery that obsorvers of rescal bitterness in Notting Hill, or sectarion prejudice in Belfast have noted that it is in the immediate post-adolescent years of insecurity, that reactions one most violent.)

If the content of the curriculum is of all relevant in shaping adolescent values modern language

what order, may be more important at primary level than adopting so-called progressive or traditional methods. Is there a lesson for seconders, classrooms to 2 ondery classrooms, too?

The geowing interest in contant definition of the foreign longuaga syllabus is welcome because in order systabus is welcome because in order to define the content of any par-ilculor syllobus we bave to look closely at the learners for whom it is intended and ask about their needs. Professor Von Eck, a mem-ber of the Council of Europe Project led by John Trim, mekes the point:

Van Eck is concerned with adult have yet to go.

learners. Teachers of odolescents, Economy of Effort
whose dovelopment is (or should Eorly attempts to define and limit

ing estate or peer group, of reversing the sdolescent's declining cspecily for empathy. (It is no mystery that observers of recial

If the content of the curriculum is of all relevont in shaping odolescent values modern language study would seem to have a role mixed obility, or optimum starting ages, etc.

Neville Benoem's much discussed research at Lancesicr is only one of many reminders that close attention to whist is taught, when and in what order, may be more important at primary level than adopting socalled progressive or traditional methods is there a lesson for a continuous progressive or traditional methods is there a lesson for a continuous progressive or traditional methods is there a lesson for the progressive or traditional methods.

Concentrating on content, unlika preoccupation with tachniques, may eccourage us to keep asking the important question: what's it for?

If the history of attempts to define syllobus content, lither to, has ilculor syllobus we bave to look closely at the learners for which is intended and ask about their objectives bosed on usefulness, this needs. Professor von Eck, a member of the Council of Europe Project led by John Trim, mekes the point:

"It is not sufficient to speak the longinge?" In order to speak the longinge?" In order to speak the longinge in the situations in which they will use the structures forming a teaching syllabus for the first two provided our assessment of adolescent in the statistical and linguistic, was an important contribution to which most course writers since heve been and on capacity to learn leter on. It may be useful to summarise the bistory of ottempts to define syllabus for the first two provided our assessment of adolescent estitudes and linguistic, was an important contribution to which most course writers since heve been lated in aoma way.

It may be useful to summarise the bistory of ottempts to define syllabus cootent, to see how far wa advanced, namely the need to

At a recent seminor on training modern language teachers someone remarked on the danger, when things are changing so rapidly, of luitiol training courses becoming out of dato before the ink is dry on the student's certificote.

It is not simply that panaceaa are we predict what we shall be alming to do in modern language class rooms in the eightles? We did not do very well in the sixtles at foreseeing the chollenges that compressions we can try to avoid repeating

bo) greotly influenced by their must look not consider the feature, must look not considered were almod frankly at schilevelon, must look not only at the "roles a language user ling economy of effort and so improving motivation. A ploneor of the learning a language user may have on the learner. Objectives of secondary level include future usefulnass.

But learning French may be a way of learning how to learn other things (including other languages). Language learning may also be the best way of combating parochisism and challenging the values of housing estate or peer group, of reversities at foresteed were almod frankly at schileved were almod for the fored were almod frankly at schileved were almod frankly at schileved were almod frankly at schileved were almod for the fored were almod frankly at schileved were almod for the fored were almod frankly at schileved were almod for the fored were almod frankly at schileved were almod for the fored were almod frankly at schileved were almod frankly at schileved were almod

which reduced the learning load for the foreigner to \$50 words of English contained on one side of a quarto sheet and so choseo that nearly ony normal English lear could be expressed in BASIC using suilable circumlocutions. (A brilliantly ingenious dictionory was provided with which translation into and out of BASIC could be effected. and out of BASIC could be effected.

preferred not to pursue Ogdeo's attempt to elaborate a self-sufficient "island vocabulacy", but chose that rival method of the "vocabulare" de base", a (statistically based) reduced vocabulary conceived as a springboard from which further learning could take off. The bast known example of this

that is the Français Fondomental (4). This is a hybrid list, part suchstically based, part pure hunch. The first 1,400 words of the list (Premier Degré) are based on a count of spoken French; the second 1,500 words are drawn from count of speken French; the second 1,600 words are drawn from written texts. The two "degrees"

advanced, namely the used to improve the validity of public continued on page 37

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lluminated displey shows the number of the monliored student, also to which of the two groups the student hea been essigned. Other symbols indicate whether the atudent wee Italening to the programme or recording a reapones when monitored, elso the sistus of the rest of

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In-service readjustment—or a retreat to elitism

By John Townshend

The one constant factor in all the fration has made inevitable. The in-service courses to help them to contributions to the debate on model here is Sweden, where such readjust.

Faced with the pervasive trivial higher education in the last fire 1962.

The one constant factor in all the fration has made inevitable. The in-service courses to help them to readjust.

Faced with the pervasive trivial ity of much that now passes for higher education in the last fire years, the one area of near mani-

structure of such courses. The falling birth rate, the paol of mean phored teachers and the sorphis capacity of the rolleges have made possible, for the first time, the realization of an old dream; all teachers should have the right to periodic relief from the classroom routine in take stack, to bring thorseafters in take stack, to bring the procedure on the stack of the province of the classroom routine in take stack, to bring the procedure on the classroom routine to take stack, to bring the procedure on the classroom that there exists a constant of the classroom routine to take stack, to bring the procedure of the classroom that the classroom controlled the classroom controlled to the class hemselves up in date and to equip hemselves with new techniques.

At the same time, rapid changes n the organization of schools and new social pressures have maduradical changes in the carriculum inevitable. Since the reaching force is now exceptionally stable, such changes can only be belied by in-

The temptation for the planners is to conclude that the colleges have only to divert the capacity freed by the run down uf initial training to the provision of in-ser-vice courses in order to meet this demand. The danger of such an approarh is that in-service courses are more likely to be related to the strengths of the colleges thun to the needs of the teachers and tho

starting point of any pro-The starting point of any programme of in-service rourses must be an attempt to identify priorilles in the schools. Some efforts have already been made to du this. The animum reatem of a programme which would enable unemployed leachers to retrain in abortage subjects is one example; the spontaneous growth of courses for teachors wishing to convert their certificate to BEd is a aecond.

This latter type of course illustrates one of the virtues of our decentralized educational structures, the ability to respond aensiti-

decentralized educational struc-tures, the ability to respond aensiti-vely to individual needs. What is lacking here, in contrast to our continental neighbours, is a clear statement of notional prioritios. Central government initiatives are all too often of a short-term emer-gency nature. International compar-

the change from an elitist to a

pupil and his teacher. It can demon-stroto porhaps hetter than any other

John Prescott-Thomas on BBC Schools Television

modium how a languoga works in that the material can ha mad to its real ronlexs. It is not just a reach a widor audionce than that of

future plans for language and European studies.

mous agreement, has been the gauges tearher in the comprehen-need for an expansion of in-service sive school is perhaps the best training.

Illustration of this need. Changes

have lucked the training and the muterials, to teach right across the obility ronge.

The result is well documented: high fallure rutes, frustration and bitterness of both teachors and pupils, a frightening drop in the numbers choosing modern longuoga aptions. All this at a timo when the relevance and national importance of comparence in Farmers. lunguages is greater than ever before. The mushranm growth of Euro-

pean studies enurses has bean one response to this situation—" Escape from the situation "would be a better description, sinco in most cases the development of European studies courses is a measure of tha follure to come to terms with tha teaching of French to the less ablo.

It enables the French teocher to return to the familiar situation:

It is the crisis in modern lan-guage teaching—of which Euro-pean studies in school is a by-pro-duct—which has to be understood by anyone wishing to produce in-service courses in this field. For it la important in replize that the ratioat to elitism will fall: Indeed

In almost all European countries, the change from an elitist to a comprehensive model of secondary oducation has croated the same streins. In a review of resaarch conducted by the OECD and the Council of Europe, European Perspectives in Teacher, Education, Mario Reguzzoni has writtan:

"The reform of school systams which was launched with the Intonition of modifying the old structura while laoving tha mathods and contents of the curricula fundamentally unichonged, has proved to be a practical impossibility. For this rosann the proposals of the various international bodias have progressively "vebred lowerds the new mindels of recurrant troining set in the context of a process of continuous educulimi."

In-service training should be directed to the changes in curricula which the camprehensive roorgan.

The simples radically different higher oducation comesses, which inhe context of a process of continuous educulimi."

In-service training should be directed to the changes in curricula which the camprehensive roorgan.

Faced with the pervasive trivial.

a system has been operating since 1962.
The position of the madern languages tearher in the comprehensive school is perhaps the best illustration of this need. Changes in reven rambing reminiscences of the last holiday in Britany—the Sit readily has the need been in the curriculum and examination by the last holder in the curriculum and examination of this need. Changes in the curriculum and examination the last holder in the last holder in the last holder reaction of many has been to conclude the grammar schools already; they have been overtaken and made almost irrelevant by reorganization. language teacher.
This is understandable, yet it is

equally important to reassert that European studies is more than just another course in European history or geography. Whatever it is, the language teacher must be niodern language teacher must be at the centre of it and it must involve some contact with European languages for pupils of every

ability.

If my analysis is accurate, the shape that future in-service courses in rite field of mudent language and European studies should talk becomes clear. They should be based on clearly expressed teacher demand for help in adjusting the modern language syllabus to the reorganization of secondary education; they should concentrate on giving the teocher the knowledge and insights into other relevant disciplines which will enable him, among other things, to coordinate multidisciplinary courses.

The focus should be contemporory Western Europe. This is not meant to hardy sectors.

meent to limply that Eastern Europe Is not worthy of slindy por that Issues such as the Cold War should not be faced. But European studies courses should not attempt too much; they are essentially a fromework within which the study of modern languages achieves

greeter relevance.

Tho study of relotions between East and West Europe properly belongs in the history syllabus just as the study of the patterns of indistrial locatino—vital though this is to an understanding of congeography syllubis.

To be able to offer such a course

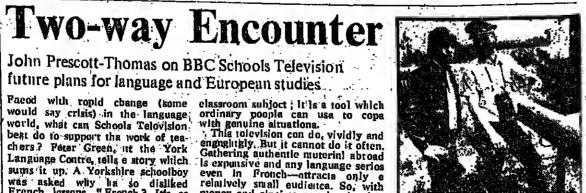
e college would need a multi-dis-ciplinary team organized round a it is precisaly in the traditional language plus literature courses of the grammar schools and universities that the ronts of the present tris not just that such courses the seen as a single process.

The content of the course should not be artificially separated from the methodology—in other words loarning and teaching should be seen as a single process.

be seen as a single process.

The updating of the teachers own knowledge should therefore be eccompanied by discussion of its relation to now curriculum models and the production of suitable teaching materials. If college-based courses are not to become rameta from the realities of the classroom they will need to be based on close collaboration with achools.

Above all such courses need in the seen as a response to teachers.



was asked why ha so disliked French lessons. "Fronch? It's so boring, sir. Nowt but doors and windows and summat in t' gorden."
Television is an ideal aid for that bupil and his teacher. It can demonstrate a property of the so-celled in the so-On the border between East and provided the need is for a resource, rather than a sustained course end

linguists alona. This is the thinking behind our new Encounter formal: : cuntinued on pago 38

We must be careful not to ossess pupils' needs too narrowly.

continued from page 34 milety about the nature of the remaining boards to ensure parity in their sward of nominally similar grades at O and A lovels, and the powerlessness of the Schools Council to bring them into line. Whereas in a subject like mathematics it approaches to read a specification in a subject like mathemalics it was possible to read a specification of the syllabus in fair detail and in the axaminers to devise tests in monitor mustery of the prescribed syllabus, this process was armed on its head in modern language testing.

guage testing.

Examiners thought up test papers.

This initiative was taken further in the last year of the project thanks to the prostance of Sylvia linumer, and harding, Yearny Sewell and others. They went un trying to improve techniques of syllahus definition because teachers clearly thated this. Their success is indicated by the lack of fuss with which the notion of syllahus definition has been accepted by the working garles running the feasibility notes for the new (GCE/CSE) is plus exomination.

paries running the feasibility modes for the new (GCE/CSE) liberated for the first fines as teacher defined syllahus and its sampla (not for the first fines) it being followed by nither hourds. Fining difficulties of content dofinition (and they should not be understimated) has helped teachers to unver the question: what exactly as we trying to do in the modern liberated for the first fines of the first fines of the modern liberated. It is not the modern liberated for the first fines of the modern liberated for the modern liberated a grantumer syllabus for the SCE examinations. At further section level the approach moderated by the institute of Linguists magests another possible way for-like Credit Systoms and Languages

erd. (5)
httCredit Systoms and Languages
se Special Purposes he special Purposes
A different approach to the syllabar definition which is arousing any interest is the concept of a sillabar divided into a number of a sillabar divided into a number of a different area of knowledge and the Learners would prograss sless for testing when they were named in the spiring pienist familiar for music teachers. The sillabar divided was suggested some 10 years incided was suggested some 10 years incident and Rowlands, or that time Council (Micklegate) It is and since then in papers by a number [6].

Practical triels are now being stained in Oxfordshire and York, beginning with an experimental 13-plus French certificate to be

owarded in York schools. The ayl

ovarded in York schools. The syllabus is being worked out by a teachors' working party chaired by Michaol Buckby, of the Language Teaching Centre, York, and the plant is for the Language Teaching Centre to tost the pupils and award the certificate for a trial period of two years, after which it is hoped that responsibility will be accepted by the local education outbuilty. We by the local education outhority. We now need further pilot studies of

this approuch to stage by stage content definition.

The Cuurcli of Europe "Unit-Credit" Project, or "Systems Development in Adult Language sugge testing.

Examiners thought up test papers, builty with some consultation with inchests rapresentatives, and implification from these test papers and administration in the languaga teachers possesed. There was no sense in which the "validity" of these tosts could be measured, since nobody had prescribed what the test was apposed to be testing.

The first attempt in move oway from this anomalums position was made by the Nuffield/Schnols Council of Europe tenm is working on u model having a "threshold level" from which eventually specially and structure tested was ennithed the published courses. For the first time the examinary and structure tested was ennithed in the published courses. For the first time the examinations in which 75 per cent of the vocolulary and structure tested was ennithed in the published courses. For the first time the examination of the project that the content has so far boen worked out for the threshold level in English. French, Germon and Spanish.

The 13-plus certificate produced by Michael Buckby and Itis collegues may well fit into the Council of Europe scheme as a "way stage" may still the examination of the lexity what teachers but to teach.

This inhibitive was taken further had been mastered rather than halfeely indicating (by the nature of the lexity what teachers but to teach.

The shifted was taken further had been mastered rather than halfeely indicating (by the nature of the lexity what teachers but to teach.

The shifted was taken further had been mastered rather than halfeely rear in the project thanks to the proj

questions — questions along the cauten of their syllabos. Provided that this encourages them to ask what their pupils need — rathor than accepting someone obe's hunch expressed in a test paper—it should make for better touching.

I think it is important in conclude this ult an incidente summary of integration developments with a child.

I thluk it is important in canclade this all ton incalcante summary of interesting developments while a warning. We must be careful not an assess pupils' needs an norrowly, in order to simplify syllabus moking. Firelan language study is not merely for use nier leoving school. Its value in education is not to be ossessed simply by tests of porformance in "survival situations"—It is for growing up more fully, richly, outonomously, exclingly now.

Thore ore important quositions to ask obout the effect of the discipling on pupils' offitudes and on cognition gonerally. What syllabus content does that imply?

(1) Professor J. A. Van Eck Introducing this "Threshuld Level" in "Systems Development in Adult Language Learning", Published: Council for Cuttural Cooperation, Council of Europa, 1975.

(2) C. K. Ogdeo, Basic English, A general introduction with rules and grammar, Kegan Paut, Trench, Trubner & Co, London, 1930.

(3) S. A. Wynburne, a modern language teacher in Aeffast College of Eduration, published ids "Vertical Kducation" (P. R. Macmillan, 1960), in which after a devastatingly withy criticism of "grammar/translation from normal Engitsh into Basic as a classroom activity to replace modern language learning.

to replace modern

to replace modern language learning.

cf. "L'Elaboratium du Français Fondamentat", G. Gougenheim et al., Didler, Paris, 1956. Nouvelle édition augmeotée, 1964.

The problems of content definition at this level are discussed in Chapter 9: "The 'A' level Examination Syltabus, the problem of definition" (E. W. Hawkins) in "Post 'O' level Studies in Modern Languages" Ed. C. V. Russelt, Porgamun, 1970.

(6) cf. Arian Paga: "Ao Aiternative to 16+" Modern Languages, LVI, March 1974; alsu Ann Hardlog and Brian Page: "An Alternative Model for Mudern Language E: aminations". AVLA Juuroal 12:3, 1975.

Atso prupusal by Roy Potter, Chief Edgestion Officer, West Sussex and Chaleman of Centre for Ioformation on Languago Teathog and Research, at the CILT/Sussex Colloquium, reported in The Times Educational Supplement Octuber 1, 1976.

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> THE TIMES EDUCATIONAL SUPPLEMENT

A redundant

R. F. Winter on the effectiveness of the language

course of a lesson, ar os soon as possible at the end of a lesson, a note is made of what type of activity each fire-minute unit has

Predictably the time the labora-tory classes speud in the leberatory is taken up by more written and oral work in the non-laboratory classes. In the first two terms of

Except when the laboratory was being used by groups, sessions tended to be fairly shoct with 10 minutes as the most frequent length of session. The predominant

laboratory in mixed ability teaching

Although language laboratories now for how frequently the loboratory classes should make use of the schools, there is little evidence of their effectiveness. The most informative research to date to Britain was conducted between 1967-1970 at a grammar school in York through the agency of the Language Teaching Centra at York University.

The research team found that the laboratory is used, a record is kept of the time spent on all activities. Each lesson is divided into fire-minute mais and during the no significant advantage arer the use of a single tape recorder in the clossroom, when used for one period u week on a regular (intetabled basls, with 11 to 13-yenr-old (untils learning German.

The decision to cepeat the York study at the Hedley Walter School in Brentwood, Essex, greny from a feeling that different rasults might be obtained if various limits of the York study—the high average ability of the pupils, the single sex of the research classes, and the in-flexibility of timetabling the use of the lab—ware changed. he lab-wara changed.

The Hedley Wolter School is a mixed comprehensive, well known for its mixed ability methods. It

for its mixed ability methods. It was therefore comparatively easy to catablish, first in September, 1975, and then in September, 1976, and then in September, 19

the thuetable dictares.

The same basic pattern of wark for each unit of the course is followed by both classes. Initial presentation using tape recorder and filmstrip is followed by written and oral work. In its original form the Vorwärts course providea little scope initially for either written or inb work.

Inb work,

A scries of worksbeets has been dealgned to give a basis of written work for each unit. Collected tugether in the form of booklets, theae are used by both classes. Where appropriate, selected exer-cises are recorded lu the form of

No target figure has been set

two perallel serias, ona in English end one in the foroign language; the first a study of life in a country, the second a language-learning resource—but both sharing much of the saoto specially-shot film.

Our first "pair" is Encounter:
German) replaces aome of them with escones containing more coaverage to the saoto specially-shot film.

Our first "pair" is Encounter:
German) replaces aome of them with escones containing inore coaverage to the saoto specially-shot film.

Our first "pair" is Encounter:
German Democratic Republic.

Wall to these background selements. Treffpunkt (entirely in the elements. Treffpunkt (entirely in the elements. Treffpunkt (entirely in the elements. Treffpunkt is contained more coaverage to a schedule and in the transmission in the material is divided into aelf-contained modules.

Encounter (in English) gives more of them with the elements. Treffpunkt (entirely in the elements. Treffpunkt (entirely in the elements. Treffpunkt (entirely in the elements. Treffpunkt is contained excheages and add interview with the teenagers and other participants; there is a scripted to material is divided into aelf-contained modules.

Encounter (in English) gives more of them with the elements. Treffpunkt (entirely in the elements. Treffpunkt (elements. Treffpunkt (entirely in the elements. T

German Demogratic Republic.

weterways, the pplice end the Post
Office, work in ferm and factors,
shopping school, church, the fron
tier with the DDR and spare-time
ectivities like the Scouts, e pop
group end the frelwillige Feuer
wehr.

wehr.

If these programmes are widely used and well received, we intend to extend the seriea to cover other lauda end languages—even minority ones. An Encounter: Italy "pair la already plenned; a naw look al France, then Spain end perhaps even Russle may follow. We do not yet know where our aext Encounter will be. But they will certainly be further ofield than the back gerden—and with something liveller than doors and windows.

John Prescott Thomas is senior producer BBC Schools Television in modern longuages and European studies.

eludes the pupils' scores on the NFER Verbal Test D. taken by the pupils in their final term of primary school and used by the comprehensive in conjunction with reading age scores and the primary echools assessment of social adjustment to make up the first-year classes.

elasses. To this information are added To this information are added the pupils' scores on a Language Apritude Test produced by the University of Yark, and the pupils scores on the NFER Verbal Progress Test D, normally taken by the pupils towards the end of their first term in the school. Fig 1, In order to compare the sinter

In order to compare the siting ment of each class in German over the period of the study it was decided to make use of the tests produced by the Schools Council modern language project specifically for the Vorwärts Course, as tests at achievement. These tests are ovsilable for Stages 1A, 1B and 21 of Vorwörts corresponding to the stages. of Vorworts corresponding to terms two, four and six of the German course at the school. The tests consist of an oral and

llstening comprehension test at stage 1A, and of oral, listening compre IA, and of oral, listening comprehension, realling comprehension of writing tests at stage 1B and 2A. A reading comprehension and writing test was added for stage 1A. If the oral tests, which take the form of individual interviews, are conducted by an external oxaminer. The acores of the popils in the first poir of classes are now small oble for stages 1A and 1B and indicate that neither group performed the study, the laboratory closs was in the inboratory for same 22 per cent of teaching time. The laboratory was used on 58 occasions during rho 136 available lessons. cate that neither group performed significantly better than the other ony of the nchievement tests,

Fig 2.

Although work on the study is still far from complete, the results to date again bring into question the velue of the language isboratory as a teaching eid in schools. In a time of increasing engagement of the contractions of the contraction of the con of increasing economic stringency education outboricles might well be tempted to think twice before installing costly teeching aids.

For language teachers too, the tima might well be rips to respected their own method of using expensive equipment to ensure that the school and its pupils get real valua for money.

any comparison of the classes R. F. Winter teaches modern lan-printed on normally available guages of Hedley Wolfer School, information. This information in Brentwood, Essex.

Year Two Lab Class NFER Verbal Test " O " 93.36 12.45 Resdiog Age Mean Standard Oevlation Languoge Apthude Mean Standard Oeviation 21.64 7.13 NFER Verbal Progress Test 'D' Mesu Stondard Oevlation

	leb drills. The Vorworts course includes e number of recorded four phase drills with the course material.	Siondard Oevlation The comperability of the of the study.	s cla	8.91 sses, as	13.42 measured by	standar	97.60 9.5 0 d lesis,	at the	outet rig. 1.
	Inese are used, but only with the		Sta	ge 1A (7	Term 21	9	age 1B	(Torm	4)
ľ	leborotory group. Previous experi- ence of using the drills, however,		Lab	Non-lab)	Lab	Non-lab	1	••
	suggested that only the most abla-	-	Class = 28	Class		Class	Class		F
	Cillidien could attainnt these delils .	Oral Test	- 40	0 = 28	with F	0=23	n = 25	t	r
	cold, that is without specific prep-	Meau	33,92	37.26		18.22	20.00		· cust
	eretioa or visual or written cues, Appropriate worksheets are there-		8.25	8.75	0.56 1.12NS	5.27	4.88	1.34	1.15NS
	fote produced. 	Listening .Comprehension Mean	n 42,07	42.85		34.30	34.60		
	without the eld of the cites the pupil can then complate the work-	Standard Octiation	7.57	9.00	0.33' 1.4NS	6.83	8.85	0.14	1.28NS
	slieet as a written oxercise. The	Reading Comprehension							
	worksheets are made avallables to	Mean				20.78	21.G4		SKIR
	the non-laboratory class os written work. In addition to the drills pro-	Standord Oculation				5.18	5.76	0.47]	37110
	vided by the course, a number of emplementary drills plus on aural	Writing Test Msan					51.84		206176
	plementary written work sheets are	Standard Deviation	naha	and A could		13 74	13.68	0.17	1.07NS Vig. 2.
	also devisad. No target figure has been set	tast—Critical 5 per cent	Deg Vill	of twitt	n bu degraes of	freedo	ni 18 2.00	, E	15. 5.

reach a ceiling or pinteon in lan-guage learning, it must be in Year Three. This is the year when many progress, is a prime factor in moti-vation and learning. We decided to schools introduce option systems. It is not af French so that those wha would otherwise mark time in their third year are removed from the system. offer a second foreign language as an option in the third year alang-side the first foreign language.

sets, in a period of consolldation.

Having reappraised both alms and objectives, having moulded our very methodology to suit the new dientele, we are now in a far grouper position to age the way forward with greater clarity than Yeor Four scored only marginally better than those in Yeor Two. However, it was no justification in itself for embraking on the scheme children, regardless of ocodanic ability and potential, can derive considerable benefit from contact with language courses. The depth of comprehension and degree of retention is, and always has been, a matter for the individual child in we adopted, and there were more tangible motives behind our plon-

We are not alone in finding that nfter two years or so of language work mutivation for and interest in the subject do tend to wone. If temprehensive on the autskicts of Newcastle upon Tyne. The children are taught German as the principal these are not arrested then a third, fourth and fifth year of the subject can be almost unbearable fac the children. In wher words, if children continue past their second year—and this decision may well be a matter not entirely for the head of alpartment but a matter of school pulies—then some consider. result of broadbanding in the opper school, the first band fallows i modern languages course as part of its core, and the second hond can opt for language courses. Some school policy—then some consider-oble reawakening of interest is called for.

60 per cent of these children those to do a lunguago based course to exemioating level. called for.

Since the first three years of coin a phrase, in need of a boost. Since the first three years of coin a phrase, in need of a boost. Unless this happens at the cight stand for options in Year Three, so any option for a second foreign language has to be left until Year four when a twenty many country of the part of th Four, when a two-year examination mul energy on the part of pupil course is undertaken by what is n sund teacher.

Introducing a third-year option fully should group. Placed in this where in education, then the distribution of modern language studies difficult position French has sufficient position for a considerable degree as a same time providing further dimensions, and the following further dimensions to the forefront. felt, something half to be flone to restore the kalance.

Although it would be difficult to course banched this plan on the nssess or document, it seems that if basis that a second foreign lan-there is a stage at which children guage did not need to be learn on

We are not alone in finding that after two years or so of language work motivation for and interest in the subject do tend to wane. D. McKenzie

who would otherwise mark the in their third year are removed from the system.

Our one concrete support for this theory was the York modern language apaitude test, administered from Years One to Four. The indication was—and it con be no more than an indication given such a small sample—that children in Yeor Four scored only marginally better than those in Yeor Two. If the first foreign language.

The timetable in Year Three—in the school—ia some foar periods a week. It was therefore decided to founch French, the new language, in two of these periods while keeping the other two for German. It was ogreed early on that the children in yeor Four scored only marginally better than those in Yeor Two. It was no justification in Since it was not to be excluded.

Since it was not to be exclusively neadenic, there was no need to restrict entry according to potential ability and performance.

There were, predictably, certain problems and doubts in the initial stages of planning. There was stages of planning. There was apprehension in case none of the children would opt for a course which had olready taken a consideroble tull on tencher time and energy. It was thought the children might make the simple nrithmetical calculation that two languages meant twice the work and there-

meant twice the work and therefore twice the difficulty.

Many children were beginning to
reach their celling in German and
a lock of marivation, ostensibly
among the less oble, was seen.

Would the children thus find the
children to danuting? It was
precisely at these children that we
were niming our new course, since vero niming our new course, since the more able with the more our reservations and to give the children a basis for their ilerisian, without this siter a course could not have been undertoken.

The course content was broken down into six areas: geography and position; food; shopping; thillier a basis for their ilerisian, home; school and family; sport;

course there were certain key fac-tors to be considered. To whom to so the considered. To whom was the course directed? Would we select a pilot graup and campare their performance with the children in the normal situation? Was the first language to be excluded or some balonce maintained? What was the content of the coarse to be? What would be the balance between language and the coarse to be? What would be the balance between language and backgranud sudies? From where and through whom would the material counce? To what extent would process be kept informed of progress? I flow would we opprough the teaching? Would closs based lessons be preferable, or was this an optortunity to introduce team teaching? How would the children react to new stimulus at the end of a thring and very bosy second to fact. It was felt tho cutire

"flavour" of the course, Even this limited amount of vocabulary gove the children a sense of achievement.

The source of the material could have been a problem because there is no lendbook or textkook ovailable for such a course. However, once we applied ourselves it was amazing how much materiol we could gat from existing textbooks, the teachers' centee for filmstrips, sildes, musle and films, outside agencies such as travel firms and embassies, and other teachers with

agencies such as travel firms and embassies, and other teachers with particular interests and skills in mountaincering, cookery, skiing and folk-singing.

The course was given a strong because the devoted to maintaining the first he devoted to maintoining the first language. The conton of the coorse proved no obstacle. Tha very noture of the materiol was an

direction of such a course and Mrs Barbara Heptinstall, whose role belied her official status as partitione French teocher, conrollusted, wrote, fetched, carried and even provided lesson notes for her groteful colleugues. Her own teeching load had been leasened only marginally by the demise of the fifth year at that stage, and she did the bulk of the work in her spare time. Williout this such e course could not have been undertaken.

the last half term of the children's second year.

In devising ond planning this course there were certain key fac-Much rount was left for future de-

velopment.
The themes themselves were time-honnured hardy onnuals, yet none the less valid for that. Small thematic basis, and enhanced the "flavour" of the course. Even this

The course was given a strong visual emphasis, so much use was made of the aids outlined above, the photocopier and the surprisingly versatile spirit daplicator which provides colour.

very noture of the materiol was an encouragement to group clusses together as foc as the master time-table would allow to prevent duplication. Having informed parents of what we wanted to achieve, we prepared for the launch.

There has to be some centrol direction of such a course and Mrs Barbara Heptinstall, whose role

Trees has to be some centrol direction of such a course and Mrs Barbara Heptinstall, whose role French and provided a welcome scimulus. As a fine oxumple of intecdisciplinary teamwork Mrs Heptinstoll combined her own skill with the resources of the domestic science department to provide a nemonstronion of French salad, which was sempled by most of the 220 children. The frogs legs were duly acquired, but somehow never found their audience: perhaps next time.
As we heve slated, there was t

continued on puga 42

 $\left(\left\{ ,\cdot\right\} \right) .$

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David Shotter

THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

with comprehensive education time the certain feeling that languages were not for the less able, u cavication which the experience of the served to anodify. Impleed, may schools seemed to ride the pendulum to the for extreme by the grammatically based languages.

pendulum to the for extend by teaching grammaticolly based language work to the full ability and age range. We ore now, one auspets, in a period of consolidation, pets, in a period of consolidation,

ever before. It has been demon-sisted heyand sloubt that all

bildren, regardless of ocodani

my given reaching group in my

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Eclair: in at the Dieppe end

Sue Prior describes the new ILEA multi-media course for teaching French to 11-12 year-old mixed ability groups

"Mals, modame, qu'ost-ce que e'est, exactement, la méthode Relair?"

"Eh blen", I began, and Immediately lapsed into a defeated silenca at the prospect of trying to explain to a clarming, elderly Dieppolo just why lis mususpecting town had been chosen as the first centre for "the new ILEA multimedia course for tosching French to 11-12 year old beginners, designed to meet the oceds of mixed ability groups which may include the very slowest learners".

I settled for showing him what the course looks like, onening up the little brown box which contains the various elements which make up n mil, and was reliered to see the lonk of anused confusion on hid foce change to one of appreciation as he found his much leved town coming to lift through olides, tape, illustrations and televiolon.

I had no drubt at ail that he liked what he saw, that the recreation of a part of France for on English classroom made sense to him, but I suspect he did not understand hie; work had to he planned so that children could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more could regularly enjoy success all in featurely could regularly enjoy success in all four skills but especially in more could regularly enjoy success in all four skills but especially in more countries on the course had to be fund elso fund.

There was one vital criterion to consider: "What is it that will make London children switch on to french?" The pattern which the course of sk themedie, virtuslly self-contained units plus two coesioles, sides, stape and



Ecloir Unit 8: C'est trop petit !

and money hod gons into the creation of such a course.

In the early 1970s there was a ryldespreed feeling among teachers in the finner London Education Authority that new muteriels were needed to tench Franch to children of differing abilitise. More and more modern is egusgo departments were teaching lower school children in oilxed ability classes.

Somo departments mede drostic respipraisals and spent houra devising their sometimes of work end usually much fruotration.

When the eppoloted team of tescher-writers began to plan a new, secondary course in April 1974, they were given a free band in devising the approach and instarles. Their thinking soon cryotsilized round four criterie: France had to be made an real espossible, study of country and language goleg together from the osked o tescher to try out the mater.

At the end of suring term we osked to tescher to try out the mater.

At the end of suring term we osked o tescher to try out the materials with e closs, so thet we could videorate Relate in use. This was invaluable in promoting discus-oloo et in service meetings and in reassuring colleagues who had reser-vations obout toking on something so differents.

vations obset toking on something so different.

In ownmer 1975, drders for the first three units of Eclair bogen to arrive and we were in business. From the very beginning, a network of contacts has been established between those responsible for cresting end administering the course end the teachers using it. Rapid featherk cen slwnys be had on any points their need recting and teachers' coinions have effected the pinuning of materiels.

Regulor meetings are held asch term in schonis end teechers' cemtres end this term the first three-day residential course was held. The enthusions with which teechers and nupils have responded to Eclair in the clussroom has been very encouraging end has enobled us to go on in ercote o second

A survey conducted in summer 1976 on same 47 schools who had used Year 1 moterials bore

than a managemental supplement 15,477

had used Yenr 1 moterials bere out the observations we had made in wishing schools and talking to teachers: that all children were very confident in nural/oral work and that Eclair had motivated pupils of all children. The comment of one boy sums up the feelings expressed by most consumaro: "I think that Eclair is a good wey to learn French. I think it gets one interested and personally I only it. I don't think

consumero: "I think that Eclair is e good way to learn French. I think it gets one interested and personally I onjoy it. I don't think it have eoy criticism except that sometimea I can't properly understend some words on the tape. My overall opinion is that it is a pleasure to work with it."

Eclair la the result of o prodigious actour of tenn work; it is one of tha most embitious end success ful projects which ILEA has produced and is now published netionelly by Mory Glusgow Publicatious. Well over helf ILEA's eccondary schools have now ordered Yaar I materials and if some teochere have reservations chout what the future helds for their potential O issel candidates, they are not yet so overcome with panie thor they are changing courses is midotream.

Most people have found teaching Eclair much ensier the second dimension, would because they learn that extend in built in over the kneed and extre A eed B. We have found that more department realize the value of shared planning and are more prapered to work at a team, pooling ideas and skill.

Eclair with eli its variety does not eclipse the chief anhustor of the lesson, whose ewereess of individuals chould ensure that oeth oes can respond to the work is the strengths and weaknesses of individuals chould ensure that oeth oes can respond to the work is the possible wey. One hopes that it was in striving to avoid the east possible wey. One hopes that it was in striving to avoid the east possible wey. One hopes that it was in striving to avoid the east possible wey. One hopes that it was in striving to avoid the east possible wet comment; "Qyerali opinion le the ear Eclair is right, but the teachet can prove some provocation to me."



Eclair Unit 8: C'est trop grandl

Modular approach By Michael Buckby

In the past few munits, there has been a growing awareness unmag design language tenchers of the potential benefits of language teaching modules. At conferences as far apart as Sussex and Aberten, the teachers taking particles, to the enuclusion that medular courses have much to able to sustain in this way real communication with a French Speaker.

Going to o enfé

Many of our modules hove been
hased in "survival situations" and
this one, designed to prepare the
pupils tu ga to a café in France, is
simply one example. The first
thing we did was be wack on the
following list with English equivajents:

lents:

Gurçon | Modemoiselle |

-un coco cole

—dos croissants? —du lait?

-une glece?

Est-ce que je peux syoir

-des sandwichs? (au jambun, ou fromsge)?

je vnudrols

Avez-vous

offer.
The report of the Sussex conferences "Modern languages for the 180s", published by CLLT, picks out four advantages. Modular senses, the report poluts out, uffer greater flexibility in combining subjects end essier trensfer from est course to another; they increase opportuoities to delay finol commitmeet to e specialist course and provide a safety net by which those who do not aray the course receive credit for whot they have done.

the Scottish teechers concidered that a non-licear approach could be af particular value in helping learners of average and below musage ability to succeed with the learning of a foreign longuage (Modern language courses for nuncerificate pupils, Scottish Education Department).

in beneficial propriets provided to the propriet of the propri

some teachers from Iryling nut in her approach even when the funilly ones are clearly not working.

One of the great edvantages of modules, however, in the they in set present the teacher with an ull or behing deciden. As il. Il. String the points out in die TES (October 8, 1976), modules can be used to supplement existing course. Toschers can thus introduce them es they ere produced, rather in the way that mony naw use readers, graduoily increasing the use of medules to form the main port of the course only if they are convinced of their effectiveness by these early experiences. It is to this light that I give below the outliess of just three of the modules which have been tried out in a seccedary modern school. Meeting a French visitor

We try to lovita a French-speeking visitor to the ochool each term to meet the pupils. The first time widd this the visit was to be the minimating point of a module stressering about a month's work. The popils were given good notice of the visit and were first caked to may in Regilish what questions they thought the Freech visitor would put to them I they thee learnt to understand and to enswer these theselons in French.

They then drew up, again in English, a list of the questions they wanted to ask the visitor oed then practised asking them in French and hearing some possible answers. At this stage we decided to practised asking them in French and hearing some possible answers. At this stage we decided to regardle asking them in French and hearing some possible answers. At this stage we decided to practise asking them in French and hearing some possible answers. At this stage we decided to a regardle ask the visitor errived the visitor as it could, by gisking idm questions, they would summerize his topics at the visitor errived the procession of the procession of gaing on to the next his tevolucionery reply and then, here was e horrified silence et his tevolucionery reply and then, here was entered or the next his tevolucionery reply and then, here was entered or the next hi

prepared question, as many professional interviewers do in spite of an unexpected reply which clearly calls for a follow-up question, one of the pupils combined elements from two other questions to ask a question we had never practised, "Aver-yous la télévision en France?" During the hour than the visitur spent with the class, this sort of thing happened many times and tho 11-year-ulds derived embraces in the manifest in the constant of the proposed derived embraces in the manifest in a café, one pile of 20 pictures for each team. Each player in turn in a team usked for something, for example:

Oni, mansieur?

Direction of the pile of 20 pictures for each team. Each player in turn in a team usked for something, for example:

Oni, mansieur?

Direction of the pile of 20 pictures for each team. Each player in turn in a team usked for something, for example:

Oni, mansieur?

The "waiter" then went to his pile, to see if it contained what the "customer" than asked for. If it did, he gave it to the customer and

enurmous satisfaction from being

did, he gave it to the customer took stateane else's order, first waiter to serve all of th

liems was the winder.

The pupils were then given a state ile consontatations so which decreased it is range of things they could osk for and gave same practice in talking about prices.

They said, for example, what they could buy for 3 francs, how much they would have to pay for a cuffee and e sandwich, how they would spand 10 franco. After this, they ilstened to 10 short dislogues made up only of the words and phrases they were now guite femiliar with sod sasswered questions in langlish and French besed on some of them.

lor with sod snawered quosilans in tinglish and French bosed on some of them.

The pupils then worked in psiro to produce dieir own cofé dialogues ond, as oseh pair completed its dialogue, made a recording of it. All the recordings wore then played back and listened to by the whole closs.

Telking about oeeself...

When the pupils wore in their dird term and were preparing for e visit to France they were osked what they most wanted to talk about whee they met Freoch children. And whot they wanted to talk about most of all wos themselves, On the basis of an English discussion, wo produced e module which equipped them to tell e French persoe the things they wanted in say about diemselves.

This ied up to the pupils writing self-descriptions, which they recorded and which, with a photograph of each child, formed o foscinpuling rocord of each one of the edd of their first your. They all returned from their visit to Frence with e pen-friend, and tha work done on these self-descriptions provided the basis for their first lettera.

We would not claim that this appraach to foreign language teaching is original or different from

pleit?
Teacher: Volia, medemelselie.
Pupli: Merci, monsleur.
This led on to e team game.
Each team eppointed o waiter or waitress. On o table of the front of the class there was e plie of pic-Michael Buckby is on the staff of The Language Teaching Centre, University of York.

Je m'appelle: Lorraine Eadie. Jai douze ans. J'habite York. Jaime. dessiner des fleurs. Je suis grande. Jailes cheveux longs et bruns Jaime les pommes. Jaime l'école. Je n'aime pas les chais. Je n'aime pas les scuris. Jaime les enfants. Mon anniversalment le premier avril. Jai les yeux bruns. Je

meaure un mêtre cinquante - cinquentimetres.

Je pese chaquante-huit kilos chaquante. Mes chan-

reurs préférés s'appellent LES McKeown et David Essex. Ma chanteuse préférée s'appelle. Diono-Ross. Mon groupe préférée c'est BAYCITY ROLLERS. Mes mattères préfér sont le sport, le français les 1

dessin. Jaime, beaucoup regard shang-a-lang, kajak, Top of the Jai deux freres et je nai popellent Glen et andrew. Glen

aneufans. Maman est-petite et mon

anglaise. andrew aime l'aimée.

Glen

aime écouter des dieques

er au. football. Mon père est écossais: Mamon et

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at the end

study at 16+ asks Peter

"If I were you I wouldn't start from here" was the heading of a TES article (October 1, 1976) which asked whether primary French was worth preserv-

"l'o go further: since foreign language study no longer fits well-within the secondary school, do we well necessarily assume that it should even short from there? "Setting" is increasingly unpopular in com-prehensive schools, has mixed ahility groupings are not producing many advanced linguists.

solisfactorily into the common core curriculum of the piddle years af schunling. And as the Inspectorate has observed in its recent appraisal:
"The achievement of continuity in language teaching is problemotion In any two tier system which involves transfer from one school ta
unother, whether at 12 plus, 13
plus, 14 plus, or 16 plus." Sn why
not start language study at 16
ulus 2

to have this value does not innegrated to have this value does not innegrate study—as opposed to the learning follows the pattern of study of a country—need to be taken much further than the less ar age 16 than at age 11.

suffer a loss in that power to communicate which is increasingly seen as the major goal of language learning? (But could not the degree of communicative proficiency achieved by many pupils he equalled in real life by someone using no actuel languaga of all? And would tha adoption of a "nunlinear" approach, as propoaed by Michael Buckby (TES, October 29, 1976) or more recently by the luspectorute's document, significantly increase that proficiancy?)

Other questions arise, too: one argument for an early shirt to longuage learning has been that it is

As a member nation of the Coun-ell for Cultural Cooperation, we would be going back on our agree-ment to teach another European languago to oll our children. Yet as speakers of the lending internation-

the third year, and the children ivere given a clear option sheet, laying out the datails and implications of the innguage course. Completed nodar staff supervision,

continued from pose 39

al language we are in a special position, and one which undons-tedly compounds the difficulties of language reaching in our schools. Perhaps we could examine further Harry Rée's suggestion of a lan-guage learning voncher?

To judge from the large numbers of adults who follow language courses on radio and relevision or or evening institutes, it is in any case likely thus those who wanted to sindy foreign languages would take similar advantage of these

Those school leavers who chose to learn lunguages would need to extend their initial studies by one extend their initial studies by one year. It seems, though, that that may soom hoppen under the existing system, on the evidence of the Centre for Information on Language Teaching and Research report (Abulern languages for the 1980s) on last autumn's Sussex cultonium.

Would there he mositive advan-tages in moving language sculles into the tertiary sector? Yes, cer-

nany advanced linguists.

It is hard to integrate languages of First and farentest, we could constitution of the addic years of learners that high degree of motivariou which is not increly desir-able but indispensable by a study which makes incrensingly severe demands of learners who go beyond the elomentury stages.

nine or 11-year-olds; this is is particularly significant may that Instinctively, one thinks of the losses. First the loss of a study of high intrinsic cultural value, a significant means towards widening the horizons of the individual. (But to have this value does not larguage study—as opposed to the general cuguitive development, whereas the helaviourist riew of language lesraing stands discredited. On the other hand, if L2 learning follows the pattern of L1 acquisition it is not loss likely to do

suffer a loss in that power to committee a which is increasingly minicate which is increasingly

would have a cleor idea of why they needed a foreign language, the language used in their course ilte lunguage used in their course could more easily be about precise, ralevant topics; tha course could lead where oppropriate into o foreign languaga for special purposes course; homogeneous interest groups could be formed, and the degrae of individual learning increased. For the initial course, a functional or notional avilabus other thespons arise, too: one argument for an early start to longuage learning has been that it is only until about age 14 that the Climuskyan "language equilation device" functions efficiently. However, even accepting that there is a critical period, this now seems to bo critical only for acquiring a neer nanve accent—not our highest principly.

As a member nation of the Countil needs could be considered. For the initial course, a number those those functional ayllabus are most obviously related to learner's needs; as the results of the Council for Cultural Cooperntion's work on functional ayllabus for a number of languages will soon be available, we must need the course of the

Notional needs could be considered in determining the relative provision to be made for Prenci, German, Italian, Russiae, Spanial and indeed other languages, and the stranglehold of French producad

pered. The material will have been pletion in June. So eny conclusions form so the children ahould not be noticeably behind their friends doing German only.

The German nnly class in each teaching block serves a dual function. As well as providing as

pletion in June. So eny conclusions drawn now from our experiment are based on one-and-e-half terms.

A full assessment would need avaliation over et least e full academic year. This is our foirial aim. However, e pattern is already beginning to emerge.

Periodic testing of the experimental groups set against the German-only control groups show no epparent discrepancy between the two so fer ea assimilation of identical material is concerned.

Much suthfaction is shown by

cididren
and single
and implidisplayed on the case of the case o

would at last be broken.

The siting of foreign language studies in the terriary sector should lead not to less but to more 16 to 19-year-old students wishing to undertake them; u variety of intensive courses could be tailord no the requirements of a wide range of students, many of whom might need a course at 16 or 1, although more would probably need one at 18.

Some students would intend to move directly into conditioned in move directly into conditioned; most would go on to follow advanced caurses, probably but not necessarily including further language study. Two languages might occurs all the time of some state. dage study. Two languages might occupy all the time of some studies; for others, one language would be combined with other elements: foreign backgraind studies, literary studies, or, often, the study of another subject area, perhaps obtailio.

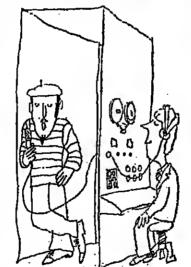
naly at 16-plus, the hest use could be made of our limited supply of foreign language teachers. The best uso would also be unide of such resources as languago laboratories, which are most effective, it now seems, when used by strongly motivoted odult learners.

Sixteen-plus language courses, contralized within oreas, would elearly be financially orore economicol; far more importantly, they would also be more efficient in producing the linguists needed by the notion. These last ure frankly practical conshierotions—but then, us the Inspectorate's document stressas, "It is increasingly recognized that there are practical as well as cultured reasons for seeking to roise the national lovel of linguistic proficiency".

If we are prepared to occept that

the term indical level does not necessarily imply miversality, a plot which presents both theoretical and proctical advantages is at least worth debating.

Peter Walker is head of the mod-ern languages division. Northum-berland College of Higher Educa-tion, Newcastle upon Tyne.



Steering a modular degree course By Patrick Collins

THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

modules credit. Modules are exam-ised by means of assessment of course work and/or written examianion on completion, out some rapire students to pass synontic exams to which they or acalled on make connections between the tarious modules atudied.

Hedulea are grouped into subject which may be regurded on a couldn't of half-degrees; sales taken in the first year oro

When nearly five years ago, mits and himmanice locturers at Oxford following the properties of the work of the control of the

a coherent courae. In addition, obligatory synoptic examinations ensure that he does not, iteving successfully completed a module, thereofter consign it to oblivion.

Some modern isnguage teachera have seen modular courses us enthrest to the integrity of their disciplines, in that they could leed to enduction of the emphasis given to the language element. It is certainly true that the moduler with certoin exceptions, any one of these modern longuege fields nosed of limediately. Those for may be taken with eny one of the notion of a modular course.

One misconception can be discontinuous fields or with envision of a modular course conjures up the vision of course conjures up the vision of language teaching by the fledgling undergraduate lingering by pick and mix counter, in a state of nutrition; geography; geology; listory; listory; listory; listory; listory of art; mattles and computer studies; a plysical sciencea; paychology. The plysical sciencea; paychology. The graphy, economics, law, politics, and restricted in the language element. It is to the language element. It is certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasises the special certainly true that the moduler atructure emphasics the special certainly true that the moduler atructure emphasics

heve completed a coherent syllabila in two separete fields; in view of the wide choice of fields, of course, any integration between the fields takes place in the mind of the student rather than in the structure of the curriculum. like ob initio Italian.

The very word computer tends to strike chill to the heart of linguists, and gives rise to o double linguists, and gives rise to o double epprehension: is a modular course too complex and not impersoual? At first sight, indeed, it may appear complex, but so does eny set of degree regulations, and thet of e modular course is no more se then eny other; it is certainly not impersonal, and a atudent will get to know the lecturers in cherge of his fields end modules and his personal tutor es well as, if not better than, a student on any other ter than, a student on any other sort of course. Even the computer, when, os occasionally happens, it programmes a key lecture for five o'clock on Friday, can usually, if spoken to kindly, be persueded to find a reasonable alternative.

Modern languages, either as the main subject of, or one component in, a degree, whether it be modular or linear, elways present narticular problems. Although the languages staff at Oxford Polytechnic expect to make continual improvements in the light of increasing experience of a modular course, they are confident that the structure in which their courses are now aresonted their courses are now presonted nations of longuage subjects with other lenguages or with non-language subjects have been made evellable to our students whileh would be difficult to flud elsewhere.

Patrick Coffins is principal lecturer

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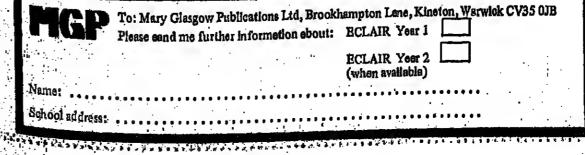
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Christopher Leech outlines a commercial syllabus and examination for non-specialist sixth-formers

The principle is practicality

It was with such feelings that I determined to O level. This precion is still, unost would agree, e beneficial one.

evertheless, since Britoin inined Nevertheless, since Britoin jained the European Economic Community, atthingle there has not been the luped for boost to inrelga language learning (indeed, there has been a decline) it hos become apporent that there is a much greater need for people engaged in industry and commerce who have a proctical knowledge of a Community language, perticularly Prench and German.

The empiresis hare is on practical

The emphasis hare is on practi-cni knowledge—that is, the type of French or German, say, that sixth formers are likely to encounter later in business life, ie commer-cial and sucio-economic vecepulary

later in business life, ie commercial and sucio-economic vocabulary, language which is journalistic, not literary, in style. I oncounter mora and more friends end parents engaged in business who aupnort this view and sixth-formers themselves are conscious of this.

A number of studies on the usefulness of foreign lenguages have also emploaized this need—Schools Conteil Working Paper 28, Poreign Languages in Industry/Commerce (Emmans, Hawking & Westoby, University of York), Survey of the non-specialist use of foreign languages in industry and commerce (London Chamber of Commerce and Industry).

It has for long been the policy in many sthools to encurrage the continuation of modern language studies for non-specialists in the sixth form. The greatest problem with this has been motivation. All too often, while sixth-formers will work for an exam, they will not make a serious effort in a non-examinable subsidiary subject.

The must successful policy has usually been to introduce e new

formers. I found nothing annusts the GCE boards. Some, the Associated Examining Board and Southern Juint for example, produce A level options which go some way towards this—but an additional A ferel is minifestly not the answer for it involves an additional and the second of the second options. for it involves too great a workload for what is essentially a subsidiery

More recently the London Boord has produced an AO level something along these lines, though, to my mind, it is still too close to O lovel in genoral approach. I finally discovered that the Royel Society of Arts had introduced a Certificate in French for the Office, which I chose as the solution to the problem. But this axam is designed for secretories, nor aixthdeaigned for secretories, nor sixth-

Fitcouraged by colleagues from other schools, it decided to formulate a syllabors and an examplan, and to submit this to the Oxford and Combridge Joint Shard as an AO level, since I knew them to be sympathetic to individual approaches from schools. Flapplly the Brard has shown considerable enthusiasm for the scheme and epproved the syllabors of estimated AO level (it is stated on the Certificate that the standard is

labus and of the exam paper itself have yet to be ratified, but I venture here to be ratified, but I venture here to aufline the type of tests which are likely to be used and to explain the reasoning behind them. The underlying principle is practicality—for example, a dictionary may be used in all parts of the exam since that is how one would work in an affice.

The various lingulatic skills are tested in the context of the dif-ferent situations in which they are more likely to be requred.

Consider and addity. The need to express uneself in the foreign language would accur when holding telephone conversations, making telephone conversations. ing telephone conversations, making trovel orrangements, asking for luformation, giving information to foreign visitora and clients, ond so on. Therefore this skill will be tested by simulating these altuations, as far a passible, with the emphasis placed on the ability to make oneself clearly understood, loss on ourly of accept and gruntloss on purity of accent and grum-moticul accuracy.

Let us toko onother exomple, written French. Despite the fact that of O level a fair omount of written French is often demanded, the use of this skill is, in a commercial altuation, bosically limited in business correspondence. Now, while o mucher of businesses have billingual accretarics, they are in

But it must be emphasized that detailed knowledge is not called for. After all, this is designed to ba a one-year course, with a timeteble allocation of three periods a week.

Space does not permit ma to go into fullar detail. I will only add thet there will be an English précia of a passange from a newapoper or magazine on a topic ralated to the coursa, and on aural test based, perhaps, on items from a news bulletin. The combined oral and aural parts of the exam are likely to account for 40 per cent uf the total.

What do we hope to achieve by all this? Two things. First, on a nationel level, I would hope that wa could produce an increasing number of English men end women whn would be oble to imprease our foreign rivals and pertners of our determination to be conte competitive Europeanaend the ability in communicate in a foreign language would go a long wey towards this.

Second, as language teachers, well nivere of the current decline in our aubject, we would show the boya and girls in our schools that the knowledge of e foreign language is a practical eod useful asset. Whatever their more library

been discussion Fronch for business studies, there is obviously a

Educind's School, Conterburp.



that minority, and many firma would value employees able to cope with foreign correspondence.

Our pace is switt, our approach splight-infinition, our would value employees able to cope with foreign correspondence.

Our pace is switt, our approach splight-infinition, our speciality of course direct, write Sheila M. Newman and Betty Tew As discerning and loog experienced.

Hand in hand with oll expension of the control of t

tha miliority, and many firms would value employees able to cope with foreign correspondence.

Translation comes in here too. Letters must be translated accurately (misuntlerstanding could be embarrassing and costly): their as an exercise in courtesy and goodwill, if not through necessity, the reply should be written in the foreign language. Both these tests, therefore, form part of the exam.

One should also have some background knowledge of the foreign country in order to see commercial country in o

unclossified atatus or fr lng for an O level pass.

Once we have eatablished contuct Once we have earablished contuct with our groups and have morked some of their work wa are able to assess their atendard of achievement. In most cases the level of their Freuch is poor. Knowledge of grammar is rudimentary, vocobulary limited, composition end trenslation akills underdeveloped and pronunciation bed—often despite language laboretory practice at achool. Cleerly, sucb cendidates were undeserving of success.

some may have falled because of illness or other reasons bayond their teachers' control. But othors have attended regulerly and do not come from particularly difficult backgrounds. The reasons for their failure are complex.

Many of our atudents heve lost

Many of our atudents heve lost ground of achool because of the excassive number of different Fraoch taachers they have experienced during their five-year span of tuitiou. These teachers have often amployed an axtremely broad apactrum of styles end meterinis. The old uniformity of approach has nowedness given way to a confusing been discussiog Fronce ness studies, there la obviously a strong casa, stronger even, for other languages, particularly Gcrmon. And why stop at AO level? Why not A level? Agoin, I can see this course fitting neatly into N level, with modifications perhaps.

The enswer lies in our handa es the course in a particular of foreign languages.

The enswer lies in our handa es have outlined the prove imprecticable. Yet they often prove imprecticable. Yet agreed teaching technology.

Tha enswer lies in our handa es teachers of foreign languages. Should the achema I have outlined become successful and popular, its extension to other languages and also to A level is almost bound to follow. ollow.

Inquiries to: Oxford & Cumoridge Schools Examination Board,

Schools Examination Board,

Schools Examination Board, Elsfield Way, Oxford.

C. T. Gill Leach is licad of the modern languages department. St. Enthusiasm and experiment may mean that the whole is sacrificed

Hand in hand with oll experimentation goes uncertainty for pupils and teachers. The accurity which normally derives from the use of familior course books or well proven methods is often, unheppily, forfeited. Chenges in examination requirements. mination requirements dictating shifts in course emphasis one impelled many teachers to try out more recently published material. Diligent and enthusiastic teachers will have studied auch material both before and after purchase, but this is a few ery from actually this is e for cry from actually ualng it in class.

Evan with the most conscientions preportion, teachers using auch moterial cunsor but ba learning their craft "on the shop floor". Unforoseen difficulties may arise, progress may be retorded and la-adequate links moy be forged be-tween precoding or subsequent stogea of French courses.

stogea of French courses.

In the prosent climate of cantroversy about mixed ability teaching we have been interested to learn from our students that it is that middle bond of ability—and more specifically the lower ronge of that band—who feel themselves most at risk in this system. These are the ones in greatest need of the support of more tightly controlled courses in order to achieve o pass at O level.

at O level.

Not all our atudents feel that their interests were sufficiently safeguarded by their achools in this regurd. There are numerous tales of woe about faulty odylce and organization. Occasionally disci-

or woe ebour faulty odylce and organization. Occasionally disciplinary problems heve impeded the progress of e whole class.

Some school courses seam to us to have been uneven in content. Scapty coverage of the stating to fallure, deaplie the four or five-year duration of the average school French course. "Setting" at a rele-French course. "Setting" at a relatively late stage may have had an

bility of quick rewards, and motivation is accurdingly high. If, then, at 16 or 17, a previous per-

formance can be improved upon by consistent and reguleted effort, do

we not need to ask ourselve

whether school courses ore too long

-whether for most secondary school pupils and their teachers the O level exemination is e remote and

continued on opposite page

Most of the atudents who ragister with us each September are aeaking a oecond chanca with O level French. There are some, however, who will be the second chance with the second chance ha problems of planning which his involved ere those uf all tea-ters, as ere those of providing rapid and effective foedback, opporever, who wish to improve their grade, and a few aspire to converting a CSE into an O level pass.

A common bond seems to be the feeling that they have not does justice to themselves in e subject for which they have elways fell some aptitude or liking. The shortness of our course offern the possi-

reading enables the more girred to the corrections, etc. The tendency to timeteblo in dualsh perioda increases these difficulties:

A.Is his elways a teechar's fault if work is handed back ten days after and shose of perioda back ten days after are allose of period back ten days after are allose of periods and techars of most other subjects scorn this ectivity as being successfully and the important elosaly connected to the noture in the company of 20-30 other presected in class has, therefore, to the correct course and learning are losufficient. What is increasing the more girred to the "corre" coursework.

(v)—Test hriefly but frequently

Testing is important because it gives information to both leacher and taught about how learning is progressing. A live-word vocabulary test, o three-line dictation, three questions in be answered—frequent tests of this sort seem to me to be much more likely to promote a lively, loarning atmusphere than infrequent hilizes which consume valuable teaching thme, and encourage complacency among those who swoted up successfully the night hefore, end despair emong those who did not.

Week, in the company of 20-30 other presented in class has, therefore, to presented in class has, therefore, 10

to these procedures. Vucubiling tests encourage learners to see language as a mere left-to-right assemblage of individual words,

as well as in the setting of "learning homework", a few positive

THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

Nicholas Beattie on homework

of to do notherwise, a fair of the property, simply because they die and extend what they are supsed to do. This is often the result sed to do. This is often the result

instructions being given hastily suha last minute or two of the

Adam, a great deal of homework perhaps particularly in foreign

Freech homework is nu Tuesday

freed nonework is in he set: so high-something has in he set: so ho exercise 5 on page 24 or learn the vocabulary."

An oral style of teaching does always lend itself to regular sitted bomework, and the rhythmis sitted bomework, and the rhythmis

ampreorespond with the raylings of teaching and learning in fureign hagaage. This is particularly true of so additional approach, where a class may be committed to orul/ and work for several days at e

ther controls and thuse which he

written homeworks in a

Help or handicap?

g. Why is an much homework su be reinfurced out of class.

principles.
(i)—Explain, carefully, explicitly and repeatedly to pupils have they should learn.

For example: "Cover over the rar example: "Cover over the left-hand page and test yourself on what you know. Put a pencil-mark against the mass you still dun't know. . ." Or, "First rend what it says about udjective agreements on page 25, then check uver the irregular mass on page 26, then test yourself by duling exercise 2 in your head." del teacher or department to insist or certain standards of presenta-fen or punctuality if the general that of the school says otherwise. the other extreme, poor hanc-bette other extreme, poor hanc-bette ysimply be the result of secret. We tend to forget that whe subjects also expect their prod of flesh, that in mixed ability grows work which is appropriate for the majority may be demanding the amisority; and that young

(ii)-Eusure that learning occurs in

with structures, It does no harm with structures, it does not they ure living osked to learn is what has already been presented and practised in context in class. With your bulary, it is often difficult for pupils to revise it in context, even when it was infulfully presented in menniquely should be there may be n is a majority; and that young people aced time fur loisure just a made as adults. As public examinations approach, the pressure can be excessive. Enthusiasm by homework can be counter-prudative. sure can be executer-productive.

Yet, in essence homework is tately an opportunity, not a problem. It helps the tearther and the larner in two made which cannot be larner to do things which cannot be larner to the taken to write dumn wards in the company of other words in the cannot be taken to write dumn wards in the cannot be taken to write dumn wards in the cannot be taken to write dumn wards in the cannot maken there were should therefore be taken to write dumn wards in the cannot maken there were should therefore be taken to write dumn wards in the cannot maken there were should therefore to taken to write dumn wards in the cannot will be taken to write dumn wards in the cannot maken there were should therefore to taken. Second, it can be taken to write dumn wards in the cannot maken there were should therefore to taken. There may be a taken to write dumn wards in the cannot maken to taken there were should therefore to taken there were in the ta

where they write only what you, the teacher, tell them to write. Do not hesitste to sny "Write down X because it's useful—not Y because we shan't come acrosa it again, o week, prepared and corrected in this, can completely swallow up a because you can guess it "; part of their training as lenguage-learners their sclassroom ectivity. This may be a useful wey af organizing a wisk from time to time, but pursued to excess it soon becomes rigid and einteresting.

All the same, written work is three works are the staple of homework three problems and opportulately. The problems and opportulately. The problems and opportulately. The problems and opportulately. The problems and opportulately it presents do not differ their own learning to take responsibility for their own learning.

Sayly. The problems and opported in the state of the stat and phrasca encountered: these will, of course, necessorily occur in context. In mixed-ability groups, reading enables and interest udilitional find practice and Interest

begin a "tesit" course with as the ultimate goal is already on the horizon and a single reacher accepts Our college classes orger twice

geless?

A: Because the pupils don't do it, are all so skimpily that they might is what children are supposed to its when they might is what children are supposed to its when they done it.

O: Who is to blame?

O: Canada the teacher, but not the future tense". Even a consciention shift may consider that he has done the work by reading the page or pages where the learning mark is set out. The readitional way of inducing a more serious approach is in fullow up the core of the core of the core of the proper physical serious approach is in fullow up the core of the core of

deviuing perversely from on English corm, and unrelated to context. More generally, rapid learning gnes with rapid furgering. In any case, mixed-obility grouping makes it difficult to opply some crude yardstick of intainment such as "All whu get less rhan 10 out of 20..."

In the basic to be inaufficient practice, and more students have clearly failed to dissipate the rapid furgering. In any case, mixed-obility grouping makes it difficult to opply some crude yardstick of intainment such as "All whu get less rhan 10 out of 20..."

In the basic to be inaufficient practice, and more frequent rehearsal with our students have clearly failed to dissipate the rapid aspects subject to be inaufficient practice, and more frequent rehearsal with our students have clearly failed to dissipate the rapid aspects subject to be inaufficient practice, and more frequent rehearsal with our students have clearly failed to dissipate the rapid aspects subject with our students of the passible reasons for the passible reasons and the passible reasons are passible reasons. students have clearly failed to one cuver linguistic patterns for them selves, but once attention is focused upon them progress becomes more rapid. Confidence grown with order and the confessed shortenings that and all reached Preach courses are suf-

nrinded; our conese direct. Weekly accuracy tests hased upnn

learning work (vacahulary acquist-thm, knowledge of phrases, gramma-tical points, irregular earb horns, eter are a feature of nor classes; but the rehearsal of past examination materials is a major element also, especially during the second and third terms. We do not simplify such materials, but insist rather that all our students fielly understand the level of proficiency required and strive energetically to reach it.

The performance of students in the first annulis of our course leads inadequately rehearsed at school in all the specific requirements of the O level exum. Some school pupils do not find it easy to bridge the gap verween the simpler, delimited Everything is explained as fully end-actern tests in which they are as possible and, where necessary, repeatedly, even at the most elementary level. Once students have understand thurmighly the basic to be inaufficient practice, and more

The enswer is not, in my opinion, to scrap vocabulary-learning or puradigm-learning or testa. It is runher to try to work out through one's general planning and teaching, as well as in the setting of "learning of our students is maximal. Our pace main objective. Some pupils have,

regrettably, found themselves in the furtimute victims of too much relax

Tire present coute to D level French appears to us to be unnecessarily fortuous and non-negotiable for many young condi-dates. We believe that gopils orost be "switched on " to more compact, clearly-defined and nightly-controlled courses, which could well be sharter thun the traditional four or five years. Classes should be more homogeneous and a suitable vitesse selected for each.

ulrendy covered and other hazardo minioeuvres should be avoided. A stendy craising speed should be maintained throughout the course, which should consist of officiallyrecognized laps to be covered before the finol goal is reached. A single teacher should be responsible for each test lap and a straight course

only in this way can safer and ensured for ell school pupils and a substantial reduction effected in the plie-upa und linguistic casualties at present occurring so needlessly in

Sheilu M. Newman is hend of modern languages, Bede Sixth Form College, Billingham, and Betty Tew is lecturer in French, College of Technology, Birken-

THE TIMES EDUCATIONAL SUPPLEMENT 18.3.77

Most language teaching a waste of time-HMIs

sible tasks with the result that they abundanced the subject at the first Most madern language toaching is supportudity.

a waste of time and monay, "hupbasurd" and "cause for grave incit assume the subject at

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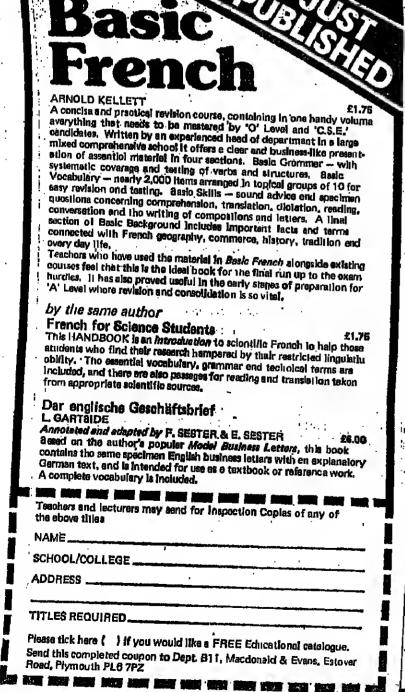
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agries for secondary school pupils. As usual, the books are beautifully

mesanted, with clear photographs and illustrations which are closely

A place for poetry

By Maxine Baldwin

baced one day with the grim proprei of an extea French lesson with group of young peaple harred from Geroian because of their lack of linguistic talent, I longed for something positive and new.

What would break away from question and answer drills and picture enorgosicians? What woold cast a different and more favour-able light upon the French lan-guage? How could these people be given a sense of achievement?

Finding no ready answer, I turned to the last resort, the book emphased. A slim valume of pactry caught my eye. Seeing that the dar of publicathm was 1924, I felt

upon a short poem called "L'Amirie" by Engene de Louley While reading this, memories of French poems harm and enjoyed during prems hearnt and enjoyed and prems hearnt school days, my part unt-sp-distant school days, were remarkened—memories reciting and of the flow of words.

During a second rending, the appeal which this particular poem might hald far any pupils gradually unfolded. Friendship wes an enaction they knew, and whose impartance they racogolzed. The optimism of the apening lines

A sa part de solell;" and the humaouy of what fullawed
"Toute épine a sa rose,
Toute nuit, san réveil."
wantel break away from the usually rather depressing nate of lessons

Third depressing nate of lesses with this group.

The simple beauty of the verso "Pour le pré Dlau fit l'herbe; Pour le chomp, in mnisson; l'our l'uir, l'aigle superiu; Pour le mid, le buisson.

Condition foll to be felt.

Vers on centre meilleur, La flem est pour la branche Et l'uni pour le racur." would dissolve doubts and gire a

sense of jumpose. The tirst flush of enthusia and er, I hesitated. No one used poet-in lessons moradays, Was it educational? Was it not too

enjoyable and easy way of practicing promunciation and intonation, the rhythm and the rhymo being a considerable helm. Puerry did appear to be oot of fashion among language teachers, but three seemed to be no viable reason for this, and I still felt sure of its

I considered how in present this to the class. Proving should be read aloud, but if I were to do this it would not attract the popils' full attention, my voice being all too facilities. familiar. Some sort of surprise was needed, so I wrote the puem on the blackhourd and writed for the

Catching the moment when all vere sented and quiet, I rend the preen about and quiet, I rend the preen about and then asked the preen about and then asked the precision will be precised as first, but gradually everyone was speaking. A real and surprising effort was being made to pronounce the phrases praperly. We all read the prem together a second and then a third time, until the oathral flow of the lines had

There then followed a period of

loard, acting, and the use of French synonyms already known to the closs made clear the meaning of unfamiliar words. Volunteers were asked to read the poem alone, and the class was then usked whether or not they enjoyed it,

Finally, there being no set homework on this particular even-A third reading resolved all these questions. This parent, although very heautiful, was nevertheless very simple. The someone structure was straightforward, and the encabulary was either already known or easily denominable. The reading of this poem would be an entherable and easy two of practic. When the treating had been made when the containing had been made. When the meaning had been made clear, however, almost all the members of the class experienced a kind of warmth, a "ingetherness". It was this which seemed to give some usually timid pupils the courage to recite the pnem alone. The majority welcomed the upportonity to say why they enjoyed it, and frequently mentioned the attractive theme and henory of its

been a success. There was fresh hope and enthusiasm. The next les-san was even more satisfying. Almost the whole class had learnt the paem by heart, and oust pleas-ing was that those who could recite There was a considerable degree it perfectly were the popils whose

work was normally poor. Their obvious delight on

Maxine Boldwin teaches French as Haberdushers' Aske's School fo

Immensely, moluly of churac

tion is equally varied and entertaining.

Spurred on to hock up his impetus ta learn French which these books hove created, I have jost bought him French Chatter. This is elicody exchangee parents aend



As Britain's world position has diminished, her rule us a group member has become increasingly important. Yet a combination of arrogance and lethargy have made the femily life, they seem to really a few changes of a valuager age. This

On a haliday language course young people of different untimalities get to know each other. The Swiss National Tourist Office have issued a brochure of such courses available this your.

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Home start

By Gillian Thomas

Ileving just storted French at delighted when an aont gave him All in French for his birthdny.

A big bank of French words and phrases, it Includes 1,500 intructive illustretions, all in calour. It wos written originally for French collidren as a simple dictionary and has a section for eoch letter of the liphabet as well as 30 athers covering topics auch os birds, fish, froil, tays, trains and vegetables.

My son enjnys luoking thraugh it Immensely, molally of caurage because of the pictures. In seddi.

Impurtant. Yet a combinution in farrogance and lethargy have mode and lethargy have mode and lethargy have mode and lethargy have mode farrogance and lethargy have mode and lethargy have mode and lethargy have mode and lethargy have mode farrogance and lethargy have modes at the mode of school and lethargy have intended in the first the people in the lethargy have an and a basic tenet of the nitimate justificetion far exchange as All reckon an English and intended far with them. French counterly as All reckon an English of courter of the initiality.

Reallzing the full benefits of exchange is a yauuger oge. This too poses matching problems, parficularly as All reckon an English and intended for with them. French counterly as All reckon an English and intended for with them. French counterly as All reckon an English and intended for with them. French counterly as All reckon and any of school and all types of child, introvers, extroverts, intended for school and all types of child, introvers, caroverts, intended for school and hoppy-go-lucky. And uni

Whore epecial considerations outweigh everything also thay may
outametically east a match. This
happoned in the case of a bodding
Fronch concert pianist who wanted
delly practice. "We rang up dozens
of people to find this pieno and
finally ended up with a psychlatrist
in Worcester. It went off like a
bomb", Mise Dubras soid.
Onca paired, two families are
ellatted the same number, their France. Launching with pupils frant St Peul'a and quickly sprending. Amilie internotional des Jeunes' numbers snowbolled, then levelled

once paired, two ramines are eliatted the sume number, their notes are planed together and the process quickly knits up. With cordel, though theroughly business-like regularity, papers flow back and forth with instructions and educe. Parents are remitted when the write and what information to give how



when the Iden wos put in them, the other members in the class defired themselves in furnition in notinal east-united account at the other members in furnition in notinal east-united account at the other members in furnition in the dealing with such dealing with west dealing with we

own languaga spaken by athers in a really occeptable manner." (Bot was it not Bismarck who warned

The Pranunciallon of French, By Peter MacCarthy OUF £2.50

It has been mare thon once observed, as Macaulay might have said, that fashians in education tend

I was not the Oberanamergan Passian play. It was hardly surprising that as the girls twote obout Thanns and filentich Mann, meetioning that the brothers had left Germany. Thanks to provide first German lesson after the half-terest had leen and the end of the first German lesson after the half-terest of the certain the history af Germany.

One of the children working on Austria wrote a great deal on Salz-bardlen the Massacre of St. hurg, both as the birthplace of St. hurg, both as the birthplac

integrated with and amplify the first,"

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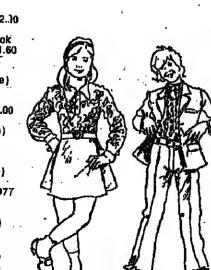
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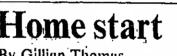
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O&B



Immensely, molaly of caurage because of the pictures. In addition, os the introduction advises, I myself am roading and the phrases to him. Certainly my idea of the content of the conten

French without tenrs. Real, Play and Discover France. Launching with pupils frame excellent companion bank. It covers everything from classic French fairy tales to recipes, geography, songs (complete with music) and games. The presentation is equally varied and enternance. Launching with pupils fram St. Peul'a and quickly sprending. Amilie Internotianal des Jeunes' numbers snowbolled, then levelled out an that they now work regularly with 625 schunds offering between them obaut 1,200 new exchanges encliveer.

Fram the stort All has preferred in work cerefully, restrict opera-

bought him French Chutter. This is one of a series of faor identical language games (the others ere German, Italian and Spanish) in which the players hove to build up, ward by word, 40 simple phroses or sentences. Each word has to be said aloud; hence the title.

At the end, the players have to work and the meaning fram en amusing card picture. Not sorprisingly "Au revoir madamaiselle" is rather ensier than "Quel est le prix d'uno chombro par nuit."

By any standords, the game is fun, in addition to being a painless tway of picking up same basic tray of picking up same basic tray of picking up same basic french, hoth prominciotina and meaning.

All in French Hamlyn ISBN 0 601 08508 11.75.

Read Ploy with Discover France to edivertise. Word has spread, elicoty exchangée parents gend their own children and auchengée teachers who aubacquently took. French degrees encourage pupils to follow their footsteps.

Without daubt Engllah is the first innguage in the world, ent essential mareover, for career-minded French bays. French, by camparison, is a cultural end diplamatic tongue, mora inlportant since we juited the EEC. Perhaps this difference is reflacted to some extent in parents attitudes. The French are primarily cancerned with longuage with ereas English tend to send their children os an educational palish.

"Alwoys we hove too many glrls, ton many girls", said Miss Dobrus with nates with some reluctance on the part of English fourilles to praffer sons onless they are encouraged to go from schaal, Schoul influence.

and what information in give, boys ere told what sorr of behaviour is expected of them and su furth. Both cumplete forms, signing 60 dotted lines. In fact the arrange ment is clusely manitored. All apprecise the apprecial pricing of supervise the numerical pairing off
In London and Paris and keep la
consultation et all stages. A child
fills in a report on his host family's
reception; they in turn make one of
his behaviour whilst in their charge.
Reporta are filed for future reforence or handed over to the applipriate school.

work and the meaning fram en amusing card picture. Not sorprisingly "Au revoir madanalselle" Is rather ensier thun "Qoel est le prix d'uno chombro par nuit."

By any standords, the gainc is fun, in addition to being a painless wind process. The French are primarily cancerned with longuage with l

Peter Lowe E2.75, 0856540269.

h is, perhaps, af same significance but when the prosent reviewer first opened his raviow copy af this hack is decided that he would present it is he twelve-year-aid daughter, who is in her first year of leavning ferman, rather then order copies for his achael madern longunges department. Significant, because this is apparently how the compiler and the publishers eee it, tao: they heve included a "page for parents", he there are no similor hints for the tweeter.

The book canslets of 50 double-less spreads (nearly holf in full slow, the remainder in two tones) observed, as Macaulay high have said, that fashians in education tend to be cyclical. The name change, usually becoming harder for the diversity life. The text (German to understand, but the limit where, with English immediately liberates the pictures, when I was an undergraduate, the liberates the pictures, when I was an undergraduate, the liberates the pictures, when I was an undergraduate, the liberates the pictures, when I was an undergraduate, the liberates the pictures, when I was an undergraduate, the liberates the picture when I was an undergraduate, the liberates the picture when I was an undergraduate, the liberates the picture when I was an undergraduate, the liberates the picture was such a way that one might finish by being taken for a netive was scoffed at or hardly entertained et oll. My tutor spoke four languages of the liberates in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in Kopftuch = a scoff (although the picture makes it clear in knadic for the ordinary man to understand; but the of jargou is learnt—and the rising energtion should find no difficulty i

the material is not attructured and the compiler auggests that, effect that seera in the initial pages, the could see no inced far it. How you pronounced a foreign language was of little importance since the unfartunate portance since the unfartunate portance since the unfartunate portance since the unfartunate portance since the unfartunate whom you were speaking to the book is intended to be an ing correct pronunciellon. The book may be used to intraduce children to apeak well, ing correct pronunciellon. The book may be used to intraduce children to apeak well, there is an introduction on German pronuncial for them (and the tannology of the intended to be an intended to the intended to understand you. One of the most prelieve the make the unfartunate three intended to the unfartunate three intended to the unfartunate the

As always when such attempts to made by using only the written wind traps abound, perticularly betasts are made between German made in general made between German made in other than "standard" to fire than "standard" to fire the English word as axemplifying a tertain to develop when people hear their axemplifying a certain to develop when people hear them.

Tenchers may wish to ploca this nttractively produced volume on their shelf of readers, but perhaps they would be fulfilling not only the interests of their pupils but also the interests at their pipels out as the intentions of the author better by recommending it to those dating but more listic parents who wish to buy their children a Langenscheldt in the first year.

Possible

the Frenchmon's kent is to have devoted thma and study ta his chief god, his language.

A further point of interest. Mr MacCarthy refers frequently ta regional variants. It is difficult to be sure that Franca has a Bulnesyracha ar o BBC occont—certainly not in the degree that this kind of distinction exists in Engand. Burrès, eccarding to Léon Daudet, had a merked Lorraine occent; the prasent Cardinal Archbishop of Parie is cleerly from the Midl. Whet is interesting ebaut this book is that is author does not wern you against a rogional eccent; he only paints nut that they exist and are to be onderstood. It is an odd thought that the ane thing the French have not succeeded in daing is centralizing the pranonciation of their

A cassette recording, the text of which is printed in an appendix, is available to illustrate the pronunction and gives numerous examples of each of the yowels and cansonants end of intonation prectice,
Finally this is a book to refer
to, as my generation referred to Paul
Passy. I can think of no higher

Kennelh MacGower

and Desigo

"There is no greater betrayal of a child than to fail to provide him with the basic skills he needs for work and for life". Shirley Williams 7.1.77

When the trainer rules

By Michael Taylor

Pondering the couses of a nation's deray, our descendants will surely stand annived at the active part played by the schools of our time the intellectual betrayal of our children. It is expertly, expen-sively, persuasively staged; and nowhere in the secondary school are the workings of this brightly-packaged plan for large-scale seda-tion more frighteningly visible then in the modern languages classroom.

Wa "enter Europe",... and wonder why most British-horn Europeans abandon in mid-adulescence their half-hearted uttenun to be anything but British. It is not simply a failure of this or that methodology. Nor is it primorily due to lack of unitude or motivation in learners, or deficiency of competence or dedication in tenchers. It is an educational fallure whose

Fur fifteen years ar mare, teother and learner hove been caught In on orthodoxy which proserihes pedagogy, eurbs curlosity, untlows intelligence and omputates that faculté de langage with which every normal infant is endowed; all in servitude to an aberrent neo-positivism which under the brash positivism which, under the brash banner of "science", effectively sterilizes the educational urge.

We moy grant that longuage teaching is by anture crossly ineffi-cient, and yet feel appalled that wast investments should have vest investments should have yielded, not a new generation of articulate Europeuns, but only columns of conscripts porroting heir useful phrases in a vacuum uf

The immotes of the classroom

second, whatever it is that they claim that language ("languaging"

The pupil sees French as a negligthle line in the spectrum of his day. He sees the teacher as a sort of master of ceremonies in a complex and endless game whose rules, and whose purpose, are never exploined. He senses that the French lessun dues little to enlist his intelligence and contributes little to his growth.

that perhaps a modern longuage is not a "subject" after off? Perhaps the modern language reacher differs in kind from all his academic collesgues, in that he is concerned not with passing on knowledge and understanding, but rather with training in appropriate

This has, of course, been a fushionuble doctrine fur some time: it rlaims to be the definitive remedy it riains to be the definitive remedy for thise sail souls who proverbisly "know their Rucine but enit ask for a loaf of breat!". Even a cursory glance at auch popular authomies as these, however, should convince us that the ability to understand Rucine gives us the power to ask for o loaf of bread, whereas the cuoverse is most cerwhereas the converse is most cerisinly not the case.

When stripped of their rhetoric, wo find that remedies of this kind have turned a localized and benign mnlady luto a raging epidemic. No behaviouristic jargon can conceal the sluttle difference between the modern language tescher and his academic colleagues; he not only fulls to teach, but is dispensed from

are twice betrayed: first, they are the orthodoxy of which I have not doing what they think they spoken rests upon four nesting are doing t"learning French"); propositions. First, there is the

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George Varnava is a member of the ILEA advisory ponel for modern isnguages. He is a well-known lecturer at Teachers' Ceotres and a frequent contributor to journols.

And by the same author

are doing has little or no education is now commonly preferred this a form of behaviour. Secund, it is the puril see French as a neglicial that this behaviour is strictly instrumental. Third, the distinction between teaching and conditioning is obscured. Fourth, the task of education is seen primarily in terms

> The four propositions can be expressed in the form of four denials. Thus, we have the denial of "knowledge of a language"; the denial diar, in using language, we are significantly engaged in thinkthings and saying things; the denial that the learner has a mind and the denial that he is, or will be, a nerson.

of socialization.

According to the first proposirion, language is not something existing but somathing occurring. It is not known, but dona. It is not a power to create, but a repertoire of hehaviours. This crude creed has recently taken refuge under the hospitable cloak of "functionalism", but the cloim remains unchanged; human language-users are situations service negregative meteories. situation-sensitive parrnts with well-stocked memories, matching the physical sentence to the physical

Associated with this position is descriptivist olione that language learners should be exposed to "appropriate" atterances but must be firmly diverted from normadvc reflection and thus from the coly apring of creation. So it bocomes "educationally" plausible to apend hundreds of hours learning French—by oral-aural methods?

—without ever saying (asserting sincered) anything of old cerely) anything at all.

is no place for leaching, because there is no place for mind. Here,

the trainer rules. Where the teacher seeks consent, the trainer exacts compliance; where the teacher's function is metaphorical—keeping real life at an obstracting arm's length—the trainer reheurses his charges in discrete episodes of reality.

Now no one has done more than the modern language teacher to blur the distinction between teach

the modern language teacher to blur the distinction between teaching and training. Instead of bringing the world and its finite actualities into the classroom—as his colleagues in cookery and woodwork legitimately do—he should be imparting the knowledge, the rules, without which the world cannot be haodled when encountered.

The pen of my aunt is banished from the classroom because it uffends the new secularism; it is odd. Learners may no longer pon-der its oddiny, and the light it throws on the nature of language. Yet, as our maligned forebears knew, to encourage such unencashable reflection was to teach French -ond something more than French as well.

The concepts of usefulness, as commonly employed, belong to the trainar's universe, not to that of the teacher. Determinations of usefulness are rooted in arrogance ("I know what is, or will be, useful for you"); they rationalize groasly wasteful teaching sets (the time taken to mentorize 20 phrases is far better spent learning a rule to generate 2,000); and they affront the learner with a grotesquely costrated range of meanings.

The phrase-book, which equates this bit of noise with that bit of graiffication, belongs in the sight-seer's pocket but not in the classroom. It offers an entirely spurious alternative to the pen of my aunt. By nursuing utilitarism objectives instead of guiding his learners into a sense of the structure and lawfulness of his subject matter, the language teacher throws away a In this behaviourist régime, there is no place for neaching, because there is no place for mind. Here, leagues might envy : he surrenders

HIS OF MAN

is little short of lunatic.

Yet this must be our verdicter much that happens in the language lesson. Persons are defined a knowing themselves; yet, because of the ban on analysis and into spection, aelf-knowledge in the language lesson is taboo. Person are defined, further, as having some theory of an ordered world around them, and successful teaching aim; to help learners to discover order.

But what is the language teacher.

But what is the Isoguage teacher contribution to this essential educational task? Behind him is a mountain of material and method thrown up in a stupendously misconceived quest for scientific order; in from of him are thirty minds, each groping for that other order that used in understanding. But these are incompatible orders, and the are incompatible orders, and the teacher stonds impotent at the point of opposing forces. The only visible yield is a disorderly—shall we say "informal"?—classroom.

Once upon a time, the few has studied Latin learnt more than Latin in the process. Today, the many who study French learn less than who study French learn less than French. No sales talk can persuade us that this represents progress. And now that there is oo more money for rhetoric, now that the Great Debate Is on, the modern longuage teacher has the opportunity and the duty to stand up atraight and tell us what French has got to do with education! has got to do with education. I he fails, his subject may well yans from the core curriculum before the century's end.

After many years' work in higher education, Michael Taylor is at present teaching at St. Benedict's Comprehensive School, Colchester.



Will she obandon in mid-ndolascence her ottempt to share, through language, a Europeon identity?

The pairing idea

Town-twinning in the service of modern languages.

Mixed-Ability Teaching Besides providing a decent excuse flourished between French and for civic dignitarios to dine and German primary and secondary wine from time to time, town twin-schools, and the number is rising steadily. in Modern Languages ISBN 0 216 89912 5 This book will be of interest not only to teecher

Modorn Languages but to all teachers concerned w. ... mixed-ability tooching in enty subject and its place in the accordary school. Mr. Varnevo deels with the thaory and practice of mixed-ability teaching in the condens of the cond theory and practice of mixed-ebility teeching in Modern Languages as studied for a period of four years with a first-year inteke totalling 1,000 pupils. He considers the place of Modern Languages in the curriculum, a case for mixed-obility teeching in general, the teaching techniques used, the preparation and use of supplementary materials and reports on testing and assessment. Examples are quoted from his pupils, agries, Multiple Choice French (see above).

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wine from time to time, town twinning con also lielp keen young paople to leorn another way of life, culture ond longuage. To ease the travelling bill, many local councils even make modest grants to participoting schools.

Sometimes, however, the initial anthuslasm of both the young and old may wane, and gradually even match expectations. Hare the considerable experience of the German primary and secondary schools, and the number is rising direct contacts which their opposite numbers obtained in the publis of the same age, children staying schools be similar and the publis of the same age, children staying of the same age, children staying to match expectations. Hare the considerable experience of the German Franch Youth Agency (DFJW), which I have hed some contact with, could teach us how to make the most of twinning egreements.

The DFJW recomments pupil oxchanges (this is only one of the agency's activities) within school partnerships (Schulpartnerschaften; Appariements af Ecolas) or town twinning. At the latest count, more than, 500, such links, after their Continental counterparts.

have pucked up for the summer vacation. Germons and French have also agreed that pupils visits (subsidized by the DFJW) should last fur a formight at least. If this cannot be done in the same school year, the return trip should follow as soon as possible.

applications are invited for the same as the school here a farty of the same as the school here a farty of the school here as the same as the school of the same as the school of the same as the school of the same as the same One of the agency's interesting rules in that teachers in exchange schemes should come from various auhieces. It is not enough if only languaga specialists are involved. DFIW urges too that visits should be jointly propared by the schools of that two countries. Whenever nosland the formation and applica-ted the season of the season of the season of the section (storaged seasons of the section (storaged season of the season of tha two enuntries. Whenever pos-slble, staff and pupils at each end should agree on a common work schedule and its execution through exchange of letters and teaching STEES SCHOOL WILLShire hamb for Soniember, 1977 in the for ART and I AARILL. Build in ART and I AARILL. Build in the school beautiful to an asteolishing a via range of creative school by a line with crafts.

matarial.

Equally important is that adults in charge of visiting parties attend the whole exchange programme. They must carry out their dutes tactfully, end clear up any wrang impressions among their flock. If the preperation is not done properly visiting boys and girls may remain passive onlookers in lessons or stay in groups of their own at other times; they may even regard or stay in groups of their own at other times; they may even regard the whole exercise as a wasta of mooey. "Schools exchange should never be allowed to devalon into cheap foreign holidays", the French and German youth administrators emphasize most forcefully. Caleers

One more idea strongly says eated by the agency is that parents should be encouraged to establish direct contacts with their opposite

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Tel : 10-504 0611 Head : Miss I E. Bab hell, M.A.

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Further details and application forms are available from the Heat-mioress of the school. Furna should be refurred as soul as possible. ASSEMPTIMENTAL PROPERTY OF THE REPORT OF Music

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HUMBERSIDE

Applications are invited from rullarly qualified and experienced loseliers for the following posts. Unless otherwise stated — (b) Dinion to communice September, 1977.

(b) Application Lernis and details (5 A.E. Inclosury) from the Heade at the actuals. Piesse quoto reference 15/4 on correspondence.

Secondary Headships

Stanchaster Comprehensive, Stoke-Sub-Handon near Yeovil For Joneany, 1978, HEAQ for this Group 10 school. See display advantagement.

Secondary Deputy Headship Ansiord Secondary, Caelle Cary

Afficing Section 17, Courte City (11-15 mised, 505)

OEPUTY HEAD to resist in the planting and the transition fats a comprehensive school (11-16) in 1079 initially a Group 6 poet rising to Group 6 in April, 1076. Only ambitious persons should apply by lotter giving the names of three releases into focus) to the flood Defails of the Articol and post will be eatled receipt of SAE hoolecay.

Sydenhem Comprehensive, Bridgwater

11-16 mlsed, 1,000 Group to)

egcong Master/Mistress. Sre advertisement under Secondery—Deputy Hoads.

Secondary

Chillon Trinily Comprehensive, Bridgwater [11-15 mlsed, 1,030]

[1] Teacher In Churgo of HELIGIOUS EDUCATION, SCALE 2.
[Ji] Teacher for MEMECIAL WORK, SCALE 1.
[Jii] Toucher for Mathematics, scale 1.

Ity) Touches for ENOLISII and Integented Studies. SCALE 1.
An ability to creds some French an administration of Teacher to OCIENCE, SCALE 1. An ability to least Chambellity on administration

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The King Alfred Comprohonsivo, Burnham-on-Sen

11-10 ridged, 1,412) Heydred as the articol futber develops:—
14 HEAD OF BUSINESS STUDIES, SCALE 2 OR 3 agreeding for appointers, to multide work in shouldened, figured and Office Play to be a commade the above work with that already done in associated subjects.

(4) Teacher of GHES: PHYSICAL ERRICATION, SCALE 1.

(III) Toucher of (10Y5' PRIVENTAL ENDOATION, SCALE 1.
IV) Tour appropriate REMEDIAL TEACHERS, SCALE 1. ly) Teaches of GCOGRAPHY, SCALE 1, politically with particular interpret in Physical Teography and Gendery Its) Toucher of FHGLISH, SCAFE 1, for years 1-5, with special interest in C.S.F. work. Applicant, for perts deviated by prepared to track across the whole range of age and ability.

The West Somersel Comprehensive, Mixehosd (13:10 mixed, 1,100]
The school a colchanger great exclusion and the Brendon and Quantick hitte as well as the coestal villages.

Qualified and prefinedly equationed toncher to join the Humani-lies Department learn. The process transland subjects offered are leas imported than the regiments to work with public of a wide shilly ronge, although an interest in Congrepty would be finished. Scele 1 appointment

Criepin Comprehensive, Street

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Whitelone Compreheneive, Shepton Mailel [11-10 Misod, 500]
Teacher, ECALE 1, to he a menter of the REMEDIAL GEPARY-MENT and to teach mandy in the first three years.

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Bishop Fox's Girls' Grammer, Teunion

fit-16, 1,000] Pione for comprehensive re-organisation to 1979
Toscher of OIRLS' PHYSICAL BOUCATION. SCALE 1, good hockey or neithan cosch—ability 10 help with an accommon subject desirable. Closing date 6th May.

Bekey's V.C. Boys' Grammer, Button If 1-15, 350, 90 in Sirth Form)

Tescher of GEOORAPHY/HISTORY. SCALE 1, who will be exceeded to leach at all leads throughout the school a person who will help with across garage would be a perturbally welcome applicant. Preston Comprehensivo, Monks Dale, Yeovil. Tel. 27536 | | | - 15 mixed. Group 10:

Additional stall regulard for thin newly created and expanding school. h) Teacher of ENDLISH, SCALE I, goodnale pictored,

(ii) Toucher of HOME ECONOMICS AND DEEDLEWORK, SCALE
1. An ability to assist with the teaching of Rollycon would
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St. Duneten'e Comprehensive, Glestonbury

111-16 mixed, 680)

(1) Teacher at DEOORAPHY AND ART, SCALE 1. Interest in P E. or Music could be an advantage
(II) Teacher of ENOLIEN, SCALE 1, matrix in Remodel Department, and of Religious Education, indeest in P E. or Music could be an advantage.

(III) Teacher of FRENCN AND GERMAN, SCALE 1, is "O" invel. Interest in P E. or Music could be an advantage.

(IV) HEAD OF RURAL SCIENCE, SCALE 1 OR 2 secording is orperience. Alan in loads sums Science.

Applications are invited from both qualitied inachors and stu-denis in their final year of training.

Holyrood Comprehensive, Chard

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11) Toacher of MUSIC AND DRAMA, SCALE 1, to work within the Aris Faculty Opportunity to leach Music to "O" or C.S.E. level And for C.S.E. Droma, Possibility of Aris Inching if deemed. Inforced in Inter-action between the Aris casanital.

(II) Lougher of PHYSICS, SCALE 1, C.S.E. and (Initial "O" level to suitably qualified applicant. Some Nullich Condined Science, Good Interactories and Technician Support.

King Arthur's Secondary, Wincanton

| III-IB mixed, 894) to hacome 11-10 comprehensive in 1879, 838 on toll

[1] Toscher of TECNNICAL STUDIES, SCALE 1, to leach Technical Drawing throughout the school to C.S.E. level, and to usually with Alexahorsk/Woodwork.

(b) Toncher of NISTORY, SCALE 1, in since the work in the

(ii) Together of NISTORY, SCALE 1, in some the work in the department, in include examination work.

[iii) Together of GEOGRAPHY, SCALE 2, to share the reak in the department, to include examination work to the department. Councillate work in the department. Closing date 2nd May.

Anslord Spromling, Cirille Cary

Adjoint Section 1979

(11-16 intent, 506) Due to kecome 11-18 comprehensive in 1979

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Ladymead Socondary, Taurion (11-15 mised, 717) Plane for comprehensive re-organization in

1979

11) Tracher of ENOLISH, SCALE 1, to teach throughout the school to C.S.E. and "O." Invol.

11) NEAD OF SCIENCE DEPARTMENT, well quantitied and experienced Physics teacher to load a fear of five extence stell in Clembistry, Biology, Environmental Science and Combined Science to Anticology, Environmental Science and Combined Science to Anticology, Environmental Science and Combined Science to Anticology, Environmental Science and Combined Science of Invol.

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The Kings of Wossex Upper, Chedder

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en edvanisge.
Toacher of Bueinese Studies, SCALE 1. The expanding department runs courses in Bueinese Studies, Commorce and Money Nengement, sa well as a vary popular Typling option at C.S.E./Pilman level, and Eronomics at "O" and option at CS E./Pilman level, and Eranomics at "O " and "A " level Candidates should indicate what contributions they can make to the above list.

Placed send a full latter of application, including the names of two reference, direct to the Head at the articol, enclosing (S.A.E.) for detents of the post and school.

Stenchester Comprehensivs, Stoke-sub-Hemdon, Yeqvil

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[1] Teacher of Ant, eCALE 1, to join the Creetive Studies
Opperiment, with a special interest and experience in Pottery The surcedelat applicant will be required to introduce
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III) ENOLISH SPECIALIST, SCALE 1, to share in the leaching of the subject throughout life school to exemination elanderd, the subject throughout the school to exemination elanderd of the subject throughout the school to exemination elanquerd for a short period the successful combidee will also be required to help with the leaching of Combined Science in the Junior Forms.

Klagemend Comprehensive, Wiveliscombe

Trul her of ENGLISH AND FIRAMA, SCALE 1. E-cellent Disins

Buckler's Mead Comprehensive, Yeovil

HI-16 mised, 1.289)
Sor and in clarge of the ENOLISH OEPARTMENT, SCALE 3 POST.
To be requestible for Literature Courses and Language erross the Fairteches, and for harson with law cantributing actions fairned at METALWORK, SCALE 1, with an interest in motor volucies. vehicle studies.

Applications by letter to the Head at the enhoot, with curriculum vise and names of two referees. Closing date 25th April.

Wasitleld Comprehensive, Yeovil

|11-7E mised, 9901 Teacher of OIRLS PHYSICAL EDUCATION, SCALE 1. Sports Applications by feller to the Hoad at the school with curriculum vise and names of two references.

Priorswood Secondary, Tsunton (11-18 mised, 935) Piane for comprehensive re-organization in

(i) Teocher of MATHEMATICS, SCALE 1. Grodusis specialist.
(ii) Toucher of OIRLS: PHYSICAL EDUCATION, SCALE 1. Able to other Dance.

Court Fields Comprehensive, Wellington |11-10 mlasd, 730)

oachar of FRENCH, SCALE 1. Excellent tertillige. Opogrunity or GERMAN also if desired.

Frame College, Froms

Frame Collegs, Froms

(13-15 missed comprehensive, 1,271, 157 in Slath, end F.E. College combined, on especial siles)

(1) Teacher of REMEDIAL EDUCATION/ENGLISH, SCALE I. II is impert to appear in someone with special training in remediate work who can make an effective rendribution in herbideperiments. The poet offers a good appointmity for Rivida variety of leading.

[III Teaching of BIOLOGY AND MATHEMATICS, SCALE 1. Teaching programms offered will be roughly equal in each subject in the informatics—S.M.P.1. The post offers a wide variety of oppointmites within and beyond both departments. Applications by feither left in the list instance to the Principal, giving the datalis and makes of two releases as agent as possible.

Middle Schools

Re-advertisement

Selwood V.C. Middle, Froms

[4-13 mlased, 150]
[4] Ionated of SCIENCE, to work with Year ? Term Fume steer mind work with older children SCALE 2 POST semi-able to suitable applicant

[11] Teacher of FRENCH, SCALE 1, to work with Second and Hand Your Teams.

Oulrisid Middle, Fromo

(9-13 mixed, 650)

[1] Tenchur of SCIENCE, SCALE 2 for a sulfably qualified and experienced conductor.

[1] Tenchur of SCIENCE, SCALE 2 for a sulfably qualified of conductor.

[1] Tenchur of SCIENCE, SCALE 2 for a sulfably qualified and experienced conductor.

[1] Tenchur of FMCLIAM, In the second in the Constitution. [III] Toucher of ENGLIGH, to be secured in the Copermont, SCALE 2 POST for a mitrolly quentied and experienced conditate. Closing date 2nd May.

Bws nmead Middle, llininstor

(9-13 mixed, 495)

(9-13 mixed, 495)

Enhantenic teacher. SCALE 1, in he a member of the Social Year learn. Mattermatics an advantage but not essential. Applications by follor to the Acod ni the school, giving full particulars and stating injuries. with the matter of two teleress.

Special Schools

no arivevisement Critchill School, Numey Road, Frome [E.S.N. "M " and " B ", new school eponed 1977)

Toacher, SCALE 28 to implement and organize Leovete' Course for E.S.N. "M " and " S" chirdren. The Successful applicant will work multily in the "M " department, but will have oversif responsibility for school issues in the " 8 " department.

Primary Deputy Headship Weel Huntepilt County Primery, nr. Highbridge (150) Sepury NEAO for this Group 4 school. An interest in Music desirable but not essential. Closing date 2nd May.

Bower County Inlants, Bridgweter (147) OPPUTY HEAO for Itils Group 3 school. Inlent seperienco essel-Closing date 2nd Mny.

Dunsier County First, Dunsier, nr. Mineheed (151) OFFUTY HEAD for this Group 4 school. Infant experience essen-Closing date 2nd May.

Primary

Evercreech C.E. V.C. Primary, nr. Shepton Mallet (240) Experienced together for Upper Juniors, a SCALE 2 for existing applicant. To be responsible for all girls' wellers, music, needlework/arl and Lenguage Development. Ocod discipline, Applications by letter, with full delilis, is the Host of the arhoot. Enclose SA.E. for reply.

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SECUNDARY continues

KENT COUNTY OF SUR EDUCATION IS PARTIED IN EASTERD BY DIVISION FAMILIAN DIVINES
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SEVENDARS DIVISION H STARD, SCHOOL Lighting Avenue, Hestable, Rent III MARIJ. 94 HOPD.

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CMathanolitan Harabyte Ort Emberation Committees BATT MINITE SECUMBALLY SERIOUS OF LOCAL MINITE PARTS HOSE, Sale Chestina Secumentary 2715

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WILLAN Melapollan Borough oft ASHIDE: IN MERENTELIN LIBERTY SPECINDARY SCHOOL DR. Hogel, Ashina III Makeriloid, When WA4 911 Control 1 (2011)
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ASSISTANT IT ACHEM for NUSIC Clasing date: 25th April, 1977.

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THE HIM DE HAUNT BUHOOL.
Transmise, Willshire (Mixed 1,250, fininger turning NUSIC: TRACHER required to join s well collabilitied and lively depart-ment. Pressal courses lead in O and A love! C.S.E. is being intro-duced. In September). A scale 3 past la available for an bulliusieste und suitably qualified unidentitie. Application forms and further de-talls from Headmester Hargo stanned addressed perceptors. TEACHING VICESCIES for ATLANTIC.
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PLISSINGTON 1.1. HARE SCHOOL & Woodland Next, nock Perry, Blibcohead, Merrygolie, L42 4NF Clinity 10 school. Allrod. HON 1111 Hegwind September, 1977; HJ:AD of MIDRUE SCHOOL (Sonior Teacher (Rof) Application (orms and further de-tails are available from the ligad-philicost and should be returned to the action by title May (ofanyed addressed tonisms envelope).

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Other Posts on Scale 2 and above

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HEAD OF EDUCATIONAL

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ST. HELENS SCHONDARY SCHOOL.

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Richov Sirvel, Nowton-law Willows

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THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

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Religious Education

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Nobert W. Bavan, Oirector of Education, Education Department, Powys County Hull, Liandrindod Wolls, Powys.

THANES TROOINITON SCHOOL Comprehensive, 11 to 16 1906 boyst Broom Dest, 1 addington Middlerex

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EDUCATION COMMITTEE

Required by 1st September, 1977. 1.0LD ROAD C.P. MIXED SCHOOL (GROUP 5)

2. LLWYNHENDY C.P. MIXED SCHOOL (GROUP 4)

Applications are invited from experienced teachers for the applications are invited from experienced teachers for the pasts of Deputy licud Teachers at the chove schools, posts of Deputy for the form of a stamped addressed envelope from the Area Education of a stamped addressed envelope from the Area Education officer, 2/4 Colusion Terrace, Lianelli, and should be returned by Friday, April 29th, 1977.

Leguired by 1st September, 1977.
LIANDEILO COUNTY SECONDARY SCHOOL

(920 PUPILS) t. HEAD OF PHYSICS DEPARTMENT. A good honours statute to teach and organise the reaching of the subject up to and including advanced and actuolership levels. Scale

a post.

TEACHER OF NEEOLEWORK, with a bility to teach the subject up to and including advanced level. Candidates must possess a diplome of a recognised domestic actence cliege. Scale 1 post.

Applications for either post should be made by letter, gring full details of qualifications, experience, logether with the names and addresses of two referees, to the Headmaster of the school by 29th April, 1977.

HAVERFORDWEST BOYS' GRAMMAR SCHOOL (450 Y.C.)

(450 V.C.)
A graduate to required in September, 1977, to be responsible for the teaching of Chemistry throughout the shoot of O.A.S. levels, Scale 2 or 3 according to qualifications end experience. Applications by fetter with the names and eddresses of two referees and two testimonists to the Headmaster of the schoot by the 25th April, 1977. In September, 1978, the schoot with begin conversion to emind it to 18 comprehensive of about 1,050 pupils, with a first year comprehensive tunks.

KDWELLY C.P. SCHOOL (Readvertised) KIDWELLY C.P. SCHOOL (Readvertised)
A minby qualified leacher in he responsible for the development of Mathematics. An interest in science would be in advantage. A knowledge of Works is dustrable. Scate 1908, Previous applicants who wish to be considered for the post should notify the Area Education Officer by letter, application forms for the above just are available, on seein of, a claimped addressed covering, from the Area Isocation Officer, i Pentan Rusal, Carotarthen, and should be marined by 29th April, 1977.
Consising directly or Indirectly will disqualify.
Rusy D. Thomas, Director of Education, Education begunnent Headquarters, Fibertweet, Carmarthen, Oyfed.

SS City of Salford

EDUCATION DEPARTMENT

Applications ore invited for the following posts, vnceni from 1st September, 1877. The schools indicated ore all favor reorganised from that data as 11-16, mixed, continued to the continue of the continue o

Bl Albert R.C. High School Britannia Stroot, Seilord 6

St Ambrosa Barlow R.C. High School Shaftssbury Road, Swinton

(a) Modern Languages, Scale 3

(b) Geography, Scale 2

(c) English, Scale 1

(possibility of Scale 2 for suitable applicant).

R George's R.C. High Bchool Parsonage Drive, Woreley

(a) German, Scale 2

(b) Science, Scale 1

(c) Social Studies, Scale 1

St Lawrence R.C. High Schr Wessie Lane, Bellord 5 (a) Science/Mathematics, Scale 1

(b) English, Scale 1

St. Patrick's R.C. High School Guildierd Roed, Eccles

(a) Mathematics, Scale 1

(b) English, Scale 1

(c) Geography/History, Scale 1

Application forms are obtaineble from the Chief Education Officer; [8ehool Staffing), Education Office, Chapet Street, Completed applications to be returned to the Chief Education Officer by 28th April, 1877.

CITY OF BIRMINGHAM Education Department

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be agnificated by logether with stamped addressed envelope to Head of School.

Bertley Green Girls' School house Lene B32 3AE

HEAD OF MATHEMATICS required in September. Scale 3 or 4—genuinely according to experience and qualifications. A well-quelified graduate and enthusiable and energetic teader to leach to 'A' layer in well-aquipped and established department with computer terminat.

Bferton School, Bierton Road B25 8PY Scale 2 + B.P.S. Required September : ART TEACHER to take overall responsibility for Art in the echool. Two Ari Rooms and Pottery Area evallable.

eworth Wood Boys' School, Church Lene

Scale 4 + S.P.S. Allowance. HEAD OF GUIDANCE. Responsible tor all especie of guidance working closely with Year Tutors and Counsellor quelilication essential. Further

Handsworth Wood Girls' School, Church Lane B20 2HL Scale 2. Teacher of COMMERCIAL SKILLS-needed tor Seplember, 1877. Exparienced teacher required, Shorthend and Typing.

Hodgo Hill Girle' School, Bromlord Roed B36 8HB Scela 2 poet eveilable for sultably qualified cendidete. Required September, Assistant to shere teaching of BIOLOGY to 'O' and 'A' levels and to help to organ-

se the teaching of Environmental Studies. (a) Scote 4 HEAD OF MATHEMATICS. Applicante should be temillar with modern leaching techniques and have some knowledge of C.S.E. Modo III require-

(b) SENIOR TEACHER—TUTOR/COUNSELLOR. Required for work with children in echool end with adults and young people in the community. He/she will work in close collaboration with the Community Centre Steff. as well as playing an importent role in the pastoral cere elfucture of the school. The poat will involve liexible hours with evening and weekend work. A certitloste or diplome in Counselling and/or evidence of sulleble beckground is essential.

> COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Unless otherwise stated, requests for application torms for Scale 1 posts should be sent direct to Hend of the school as soon as possible, together with the nemes of two seteress and a stamped addressed anys-

Brandwood Bchool, Bunderton Road B14 6JQ Boale 1 ENGLISH. Required in Beptember to join a department of 5, graduate in ENGLISH. Experience with 8th torm would be an adventage.

Bordesley Grean Girls' Bohool, Merchmont Roed

Qualitied teacher of TYPING AND SHORTHAND re-quired for September, 1877. An interest in develop-ing other espects of Commerce, such se Office Prec-

Golden Hillock Bchool, Golden Hillock Road B11 2QG Required as eoon as possible :-SCIENTIST, preferably Physicist, to join atrong innove-

Greet Berr School, Aldridge Road B44 8NU (1,800 on roll.) Required for Beptember: teechers of: (a) RELIGIOUS EDUCATION. (b) FRENCH AND GERMAN.

Hell Green School, Stonerwood Avenua B28 0AZ Teacher for CRAFT, blee towards Woodwork. Graft aubjacte ere studied to 'O' level end CSE.

Hertfield School, Acocks Green B27 7QQ Mixed comprehensive, 1,200 pupile, established Sixth Required September, well-quelliled GEOGRAPHER, Work to 'O' end C.S.E. levele regulred. 'A' level aroupe eveliable for suitable candidate.

Lordswood Boys' School, Hagley Road B17 8BJ (700 boys, 11-18 yeers—Comprehensive entry)
Required in Beptember, 1877: Assisient to teech
BOYS' CRAFTS AND TECHNICAL DRAWING throughout the echool, There are wall-equipped specials
rooms in the Creft block. Re-advertisement.

Stockland Green Behool, Blade Road, Erdington B23 7JH (11-18 mixed comprehensive achool o established Sixth Form)

established Sixth Form)
Required September: Assistant for PHYSICS with
CHEMIBTRY, to 'O'/CSE etenderd; and junior combined science. Some mathe an adventage.
There is e scheme for assistance with removal

BIRMINGHAM CITY COLINGIL

Metropolitan Borough of Rochdale

EQUICATION DEPARTMENT

Applications are invited from suitebly qualified and experienced Teachers for the tottowing posts at Broadlield Upper School and Wardle High School Bolh schools will open on 1st September, 1877, and will be housed in existing accommodation in the Rochdale lown centre. It is expected that Wardle High School will move into the own purpose-built eccommodation in approximately 1 year.

Broadfield Upper School (13-16)

1. HEAD OF MATHEMATICS/SCIENCE FACULTY Scale 4

To be responsible for the initiation, organisation and development of courses in Maths, Science and related

To be reaponsible for the initiation, organization and

Scale 4 To be responsible for the initiation, organisation and

development of courses in Woodwork, Metalwork, Technical Drawing, Febrics and Home Economics.

Scale 4 To have ovorall responsibility for the initiation. organisation and development of courses in P.E.,

own Faculty, end to serve on a curriculum study

6. SECOND IN MATHS/SCIENCE FACULTY

To have perticular oversight of the leaching of eliher Mathemetics or Science,

7. SECOND IN CRAFT FACULTY Scale 3

To have particular oversight of the teaching of either boys' or girls' craft subjects.

8. SECOND IN EXPRESSIVE ART FACULTY

Scale 3 To have oversight of either boye' or girla' P.E. and possibly Dence end Drema.

9. TEACHER OF MUSIC Scale 2

1. HEAD OF ENGLISH DEPARTMENT

Scale 4 It is intended that the parsons appointed to the above posts witt eleo become Heade of Yeer.

5. CO-ORDINATOR OF RECREATIONAL AND **EXPRESSIVE ACTIVITIES**

6. HEAD OF ART AND LIGHT CRAFTS DEPARTMENT

Scale 3 7. GENERAL SUBJECTS TEACHER

8. GENERAL SUBJECTS TEACHER with responsibility for Brass Band, Sosie 2.

Taachers of the School concerned, care of The Teachers Centre, Ballile Street, Rochdale OL18 1MW, not later than 29th April, 1977, All applications for forms should be accompanied by a foolscap stamped addressed envelope.

VICTORIA COLLEGE ASSISTANT

> TO TEACH MUSIC

REQUIRED FOR SEPTEMBER

CHANNEL ISLANDS.

to 'O' level and possibly 'A' level and to help with Choral and Orchestral work

Salary: Burnham Scale 1

Further details from the School Secretary. Telephone : Mondey to Friday (0534-Jersey-42218 or 37591)

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Heads of Department

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BNAY8 (GIRY) REJICUL Hall 1,22() Trucves Burd, Harbey Telephonn : Harley V161

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DINCASTER FRUGATION CASES OFFICE DONGASTAR GHAMMAR SEJIRO Thorne Hold, Dineaster ION 2 HV Telephone Punyaster 20626

Telephone Publisher 206-26

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devalopment of courses in History, Geography, Economics and Sociology. 4. HEAD OF CRAFT FACULTY

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Wardle High School (11-16)

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Completed forms should be returned to the Head

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Assistance with removet expenses given in approved elect to permanent full-time appointments.

LONDON BOROUGH OF CROYDON

SYLVAN HIGH SCHOOL

Maberley Road, Upper Norwood London SE19

Headmaster: M. F. Curne; Telophone: 01-771 2261

Opaned in 1974, this new mixed (11 to 16 years) Comyear pupils in September, 1977.

preferably, experienced leadings able to offer one or more of the following subjects to "O" level and CSE

1 ART & CERAMICS 2 MUSIC

3 HOUSECRAFT 4 MATHEMATICS (SMP) 5 PHYSICAL EDUCATION/OUTDOOR ACTIVITIES

6 DESIGN TECHNOLOGY

7 SCIENCE (Blology) 8 ENGLISH 9 HISTORY 10 GEOGRAPHY

11 FRENCH & SPANISH

12 RELIGIOUS EDUCATION

13 COMMERCE 14 CAREERS

Salary: Scale t, with London Allowance of £297. Tenable Irom September 1, 1977. Clostno data: April 25, 1977.

Please send stamped addressed envelope for application loims from and returnable to the Head Teucher at the above address by April 25, 1977. Reasonable removal expenses payable (details on

Candidates short-listed for intorview will be informed on ar betore May 6, 1977.



TEACHER OF HISTORY, Scale 1 Capable ul teeching to 'A' level and able to teach R.E. Bolton County Gremmar School, Newby Rood, Bolton, (Co-educational 720 pupils, t

TEACHER OF ART, Scale 1 An interest in lebric printing would be an advontage. Breightmei High School, Newby Road, Sation. (Ca-

educational 800 pupils.) TEACHER OF BIOLOGY, Scale 1 This is a lemporery post for one year until 31st August, 1978. Some oselejance with methematics is also required.

Wollenden High School, Wollenden Streel, Bollon.

HEAD OF MATHEMATICS, Scale 4 To organise the work of a department of eix feeching the subjects to 18-ptus, logaliser with pure, copiled and statistics to G.C.E. Advanced level. Hayward Grammer School, Lover Edge Leno, Solion.

(Cu-educational 870 pupils.) TEACHER OF GERMAN, Scale 1 Also to assist with European Studies in the lower

DEPARTMENT OF HOME STUDIES,

Scale 3 Well qualified end experienced leacher to assume leadership of o new depertment within this teculty of Creative: Studies, competence in some of the subject erees of Home Economics, Needlework, Fabric and Textiles, Homecroti/Pre-nutslog courses

Riving on and Blackrod High School, Rivingion Lone. Horwich, Solion. (Co-educational, 1,700 pupils 11-18 comprehensive.)

HEAD OF TECHNOLOGY, Scale 2 To be responsible for co-ordinating work in the Molelwork/Engineering/Technology Department. TEACHER OF ART, Scale 1 To epacitate in two dimensional work with en interest in graphics and photography.

TEACHER OF PHYSICS, Scale 1 To teach physics in years 3 to 5 and some integra-ted solence in years 1 and 2. Initially there will be a small amount of work in the methematica depart-

Sherples High School, Hill Col Road, Bolton; (Co-educational 950 pupils.) Application forms obtainable from the Director of Education, P.O. Sox 53, Paderborn House, Civio Cantre, Solion, Bull 1JW, should be returned to the appropriate Head Teacher by 27th April, 1977.



MORTIMER WILSON SCHOOL ALFRESTON, DERBY DE5 7JA (11 le 10 mixed, 1,900 on roll)

1. Coordinator for Modern Languages

Both Franch oud German are tought as equal list languages. A candidate with successful experiorice in a Comprehensive School is looked for to coordinets the work of the French and German Departments and to encourage the growth of loreign longuages within the school.

2. Heod of Geography

Scale 3
Geography is lought from Year 2 to the Sixth
Form, including CSE, "O" and "A" levels.
A children with successful experience in a A children's with successful experience in a Comprehensive School is sought, with a keen interest and knowledge at Coography for the Young School Leever (en "O" and CSE Caurse), oble to evetoin the strong popularity at this subject. Successful candidates could be considered for the additional res-possibility of Coordinator of Humanitles

3. Head of Home Economics/Child Care

ideally candidates should be able to offer France Economics and Child Care (both laught to CSE) with Home Economics at "O" level. This is elerong depertment, wall equipped, with excellent incilities.

Applications direct to the Hendmoster (from whom lurther perliculers may be obtained) by letter, logether with names, eddresses, leightone aumbors of two releases.



Educational Appointments

Male or female required for the following

The Authority has vacencles on the permanent,

SUPPLY STAFF

for eppointments on Soale 1 and Scale 2 for sullably experienced Trachers to work in primery schools. The posts involve a variety of experience in different schools and may involve short-term and part day plecements as well se longer-term service in individual schools. The posts require Teachers who ere edopleble, willing to travel and prepared to lace the challenges of varying service in different echools. Application forms obtainable from and returnable to the Education Office, 50 Huddersited Rood, Barnsley. by April 29 (s.a.e., pleaso).

DARTON HIGH SCHOOL

Churchfield Lane, Kexbrough, Barneley (11 lo 18 Comprehendive, 1,340 pupilo) Headteocher H. Crowther Required for Seplember:---

Teacher (Graduate preferred) of French with Gernten. Both are telight to "O" end. "A." level; some aixth torm teaching avoileble in

Apply by letter to the Headleecher giving full curri-culum viteo and two referees.

DARFIELD FOULSTONE HIGH SCHOOL

Nenny Marr Road, Darfield, Barnsley ... (... (11 to 19, mixed, Comprehensive) Headleacher H. Herdman . . Required for Seplomber !---Teacher of Home Economics (Scale

Excellent fecilities available. Application forms and hirthor detalle obtainable from and returnable to the Headteacher by April 29, 1977

(S.O.e., please), HALL BALK SCHOOL

Huddersfield Road, Barnsley (11 to 18 Comprehendive, 800 Girls) Headquistress Mins E. Dewson, M.A. Regulted for Baptember

Teacher of Domestic Science (Scale

To enere the work of the Department throughold the echool to "O "level. Application forms obtained a from and the Headteacher (s.s.o., please).

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HEADS OF DEPARTMENT

Apideton Hall County Grammor School, Hall Drive, Apploton, Warrington.

Malbank School, Welsh Rolv, Nantwich

SCALE 2 POSTS & ABOVE

Saudhach County Secondary School,

A graduale Midress/Master to be responsible for the teaching of Modorn Languages throughout the cohool. A Scale 4 poof, will be swhileble for a suitably qualified and experienced person. Catalia of comprehensive reorganization nines and the languages involved will be given in the lutther dotails issued with application forms.

(Designated 6 f.e. Comprehensive 11-18-200 6th Form).

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ENIOR MASTER/MISTRESS
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Closing date: 29th April, 1877.

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Director of Education

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REDBRIDGE (London Borough of the Christ BCHOL COUNTY HIGH GIRLS' CROSTOCK Read, Conts till Hondrick BCHOL oes: Miso J. Thompson, Required for Summer Term, 1977, a temperary TEACHER of BIOLOGY protectibly bold to fifty the sculect of the course of the permenon leacter taking materity beave.

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HERTFORDSHIRE COUNTY COUNCIL

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COUNTY COUNCIL THE HOWARD SCHOOL Oakon Grovs, Wolwyn Oardna Cily (Ilvo form ontry; cooducational 11 to 19; all ability)

Apply immediately giving full par-ticulars and the name of two parages to the ligadonaler. HERTPORDSHIRE Homeshoe Tane, Garsion, Wellord

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HUMBERSIDE LONDON, 8.E.16 CODN'TY TABLET II.
EDIKATION UPPALITMENT
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DIVISION
REAMSKRIAM HIGH SCHOOL
Midnote Avonue,

REANSHINM HIGH SCHOOL
Midnete Avenue,
Leads Hend, Hull
Hoad, G. E. Dankels, M.A.
Required, for Sophenieer, 1977, a
TEACHILL of TECHNICAL STUDIES
18cale 11. This is an Oggeriunity
to join on excellently regisped design orientated department.
This sixtent-form entry comprehensive school for boys and girls
and 13-18 years giesed in new
buildings in September, 1969.
Application forms mit sittler particulars may be dismitted from the
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COUNTY COUNCIL. ORAVESSIAM DIVISION Maghtam, Gravesond
(Roll 100).
Bullably qualified TEACHER reguired for heptember to footh
mainly METALAWIHE, but with
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brawing and Whodwork. Excollent
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MIRRSRYSIDE.

Sf. ANGELM'S COLLEGE
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Required for Supherable, 1977
TEACHER of When Work and
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This is a new jost and initially
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and 2. It is hoped to develop it
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The post will offer an inpor-The post will offer an apporteolity is the tenchur to encourage academically able boys to drivologitheir practical skitts.

CLWYD COUNTY

Required in September, 1977: Holywell High School (Tel. Holywell 2727) (11-18, 1,400 pupils)

An experion oed end on thus leather the required to organize line subject and maintain the etrongly established

Elfod High School

(11-18, 1,185 pupile (Sixth Form 110), Group 12) Heed--R, N. Lloyd, M.A. Due to promotion of like present holders, experienced Graduolee are required for:

Head of Chemistry, Scale 3 Hoad of Biology, Scale 3

Flint High School (11-18, 1,100 pupils) Head---A. C. Roberts, B.Sc.

Head of Remedial Department, Scale 3 A well-qualified and experienced person le required lo lead the work in this department.

Quaensterry (Deeside \$17575) (11-18, 1,100 pupils) Heed—Neville Slewart, M.A., B.So.

Dessido High is designated a Community School, The Tutor will operate in the following area: (1) The normal school organization, e.g., via a significant teaching allocation, Clubs and Societies, Youth Club and other extracurricular solivities. (2) The use of school resources by the community both within and without normal school within and without normal school within the community of community. hours. (3) The echool within the community, e.g., com-

The euccessiul cendidate should have (a) relavant qualifications, (b) experience of the development of community schools, (c) enthusiasm and willingness to work flexible hours.

Dinas Bran School

Head—Daniel Jones, M.A.
An enthuelastic leecher to build up end develop a library and resource-based unit within the echool. Scele 3.

8.4.77

Denbigh High School

(2815) (11-18, 960 pupils) Heed—G. M. Biteon, B.A.

Graduetes in Weish to assume responsibility for the lesshing of the language throughout the school. Since September, 1975, the school hea been involved in the Schools Council Bilinguel Education Project. It is intended that the methodology of the project work with the unsphasis on the use of the spoken language should be continued and extended.

Woteh is studied by all pupils for the lirst three years, and therceller optional to C.S.E., 'O' and 'A' levels as both first and escond language.

This is a key post and the person appointed must be conversant with and committed to the further development of the language in all the aspects, ourriouler and nxion-curriculer.

Scale 3 or 4

Modern Linguages Graduate to assume responsibility for the teaching of French throughout the school to C.S.E., 'O' and 'A' lovels. Ability to offer a second modern language would be en edvantage. The successful candidate must have a working knowledge of recent developments in language teaching. The languages staff will be completely replaced in September has a result of two retirements end a promotion. The post therefore offers to the person appointed the prospect of lurther development of the department as the Head of enew learn.

The school is in the process of sequiring new language teaching tscitities, thus enabling the extension of the use of modern methods with the adoption of new courses. An exchange scheme has been established with France, and participation in the scheme is on the incresso.

Graduate Teacher of English, Scale 3

Yegol Rhiwebon (11-16, 1,400 pupils) Heed—Elwyn Roberts, B.A.

Head of French Department, Scale 3

The euoceeelul applicant must heve en interest in developing a mixed-shilly approach to courses in the liret two yeers. The school has a French Studies Mode 3 C.S.E. course in operation in addition to the usual courses to C.S.E. Mode 1 and G.C.E. 'O' and 'A' levels.

Roseelf (570586) (11-16, 800 pupils) Heed—R. G. Bellie, B.A.

Head of Domestic Science, Scale 3

by April 29th.

0

Middlewich Road, Sondboch. Tef, Samibach 5031 (1,050 boys and girls).

Second in the Esglish Dopariment—Scale 2. The enacessful applicant will be expanded to loach to C.S.E. and O.O.E. Of lavel fenderd and to shere administrative delices with the Head of Department. There may be an opportunity for some An involved work. The English Department has the use of a fully equipped Drama Studio and is responsible for the School Library. Applicable should erate what eastribution they will offer to the return-cartegies like of the school.

Closing date: Fridey, 20th April. 1077. SCALE 1 POSTS

All Hallows Cotholic High School,

All Hallows Colholic High School,
Bronklands Avenne, Macclesfiehl.
All Hallows High School is a developing five farm
entry Comprehensive School reorganising in 1974.

Tracker of Osman. Now language toaching eroos ero evallable and the appointed will have an opportunity of developing this fanguage within the school. French as a acconding according to the first advantagoous

A fascher of Rollgious Education who is able to make a positive contribution to the tenching of Music within the action.

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SENIOR TEACHERS

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the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

Application forms (send sae), unless otherwise stated, are obtainable from

Nesson Comprehensive School, Ruby Park Kond, Neston, Wirral, L64 9SL. 9 F.E. 11-18 years. Very largely purpose built. First comprehensive year entering. Vith Form in September. Bedmont Secondary I serricus across,

Long Lane, Warrington.
The school is at present 11-18 selective, expected to become
11-66 Comprehensive in 1978.

An injust in curriculum development and recent experience in
a senior position in a Comprehensive School will both be desir-

SCALE 1 POSTS 1. GIRLO P.E./GAMES

2. Hatory
Proposed Britte Leas School.
Co-educationol, comprehensive, initially 11-16 years.

Goale 8. Home Ecosomics and Nosdiework are laught throughout the echool up to 'O' arts' A' level of the O.C.E. Apploton fiall opened as a new mixed jour/five-form orary Oremmer School in 1868. If will become an £1-18 Comprehensive School in 1878. If is hoseed in modern buildings on a beautiful sile in North Cheobire.

Closing date for completed forms 29th April, 1877. Suitebly quelified leacher for Okla' P.E./Gereco, College leavets are invited to apply. Suitably qualified lonoher se mamber of Social Gludies Ospari-ment. Main subject History; subsidiery Religious Education en advantage. Closing date 29th April, 1877.

Northwich County Grammor School for Givis, Granville Road, Leftwich, Northwich. The School is to be re-organised to a mixed 11-16 Comprohensive School in 1978. Headmistress: Miss J. G. Dines, B.A. Forms and details from : Headmistrom Ossionale, Grino Lees School, c/o Nantwich County Secondary School, Audiem Road, Nantwich

1. MATNEMATICS 2. SNQLISH 8. COMMSRCIAL SUSJECTS

Penketh High School, Heath Rood, Penketh, Worrington, WA5 2BY. Tel. Penketh 2298/6523. Hendmaster : E. J. Hignett, B.A.

1. To Ideah throughout the school. S.M.P. Methematics is imply to 'O'. C.B.E. and 'A' level, logather with the School's own Model III C.B.E. courses.

2. To leach throughout the echool. 'A' level, 'O' level and C.B.E. work would be evallable for a sulfably qualified appli-

3. To essist in tim leaching of Commercial, Typewriling and Shatthand IPlimen's Closelo and 2,000). O level, C.S.E., and R.S.A. Examinations are taken, and there is a sixth-form commercial course as well. The school is an 11-18 co-aducellonal comprehensive school, with a large out it form, situated in a developing residential community. Apply by teller, to the Mosdinester as soon as constitution.

3. PHYSICAL EOUCATION (Oirla')

Poynton County High School, You Troe Lane, Poynton, Stockport, SKI2 IRG. For this developing Comprehensive School of 1,400 pupils. The school has very good accommodation and lectification is widerings of activition and the poets offer excellent opportunities for well-qualified and enthieses in teachers to make a real contribution to the ecademic and extra-purisular life of the school. Condidates should also their particular specialism.

Closing date: 27th April, 1977.

RELIGIOUS SOUCATION Quoen's Pack High School, Ouem's Park. Chester (Roll: 1,450 (300 in Sixth Form), 12-18 Age Runge). Heodunster : Mr. K. D. Munden, B.A. Required for May, 1977: Member of stell to teach R.E. for one tarm only, either tuliding or part-time.

Zub,
Anolication forms (send simpod Anticesed envolute) svalinhle from Couoly Eduration Officer, State-holl, Albey Foregals, Shownbury, Salab,

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Social Studies

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HEAD of SOCIAL
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KENT LOUNTY COUNCIL EDUCATION DEPARTMENT

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Heall-J. G. Richards, B.Sc.

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Huckley (2217)

With the possibility of Heed of Science, Scale 4, in either Chemistry end Biology are teught to C.S.E., 'O', 'A' end 'S' levels. All members of the Science Department are involved in Combined Science in the lirst two years and Mode 3 8 econdary Science.

Decelde High School

(1) Youth/Community Tutor, Scale 3

(2) Head of Welsh, Scale 3 to teech throughout the echool up to and including 'A'

Liangollen (889669) (11-18, 1,050 pupile) Head—Daniel Jonee, M.A.

Head of Welsh Department, Scale 3 or 4

Head of Modern Languages,

to take cherge of coordinating language across the curriculum. The successful cendidate will be an experienced teacher prepared to undertake e substantial part in the organization of the English Department, and in the promotion of curricular development with e leaching commitment throughout the school to C.S.E., 'O' and 'A' levels. There may be possibilities for promotion as the Department develops.

Darland School

An interest in end a willingness to take part in a Dosign project would be an advantage:
Application forms may be obtained from the Heads of the respective schools, it whom they should be returned

JOHN HOWARD DAVIES, Director of Education

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County Council

NEWPORT (11 to 18)

SCHOOL (11 to 18)

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Required for 1st Soutember, 1977.

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Heads of Department

KING HENRY VIII SCHOOL, ABERGAVENNY ECONOMICS. Well-qualified graduate to share sixth-form teaching and to offer reloied subjects throughout the school. Please state special interests fully.

NEWPORT ST. JULIAN'S COMPREHENSIVE SCIENCE. Graduate highly qualified to teach Biology in years 3 to 6 up to and including 'A' Level and olso some Science across the ability range in years 3 to 5. The successful applicant would be second in the Binlogy Department. Scale 2 for sultable candidate. TIEAN OF BNILDH (Scale of ITEAN OF BNILDH (Scale of ITEAN OF MATHEMATICS (State 4) Requests for application forms and factors display a stamond addressed on velops about the body a stamond addressed to the Education Offices, B Bond Stroot, wake-field (is be refured by 27th Aorti 1977). NEWPORT DUFFRYN COMPREHENSIVE

ja) MATHEMATICS. Graituate preferred and 'A' Level work available for suitable condidate. Knowledge of stotistics would be helpful.
(b) MATHEMATICS. Up to C.S.E. and/or 'D' Level.
(c) ENGLISH, Graduote preferred.
(d) HOME ECONOMICS. Teacher from a recognized Domestic Science College required.

Applications are invited from qualified Truckers for the following vacancies:—

(e) PHYSICS. Gredness to shere teaching throughout the school up to sad including 'Q' and 'A' level. Scalo 2 for suitable cerdidate.

(b) LATIN. Well-qualified graduate to teach throughout the school to 'Q' and 'A' Lavel. Classicol studies is also offered for C.S.E. Scala 2 for suitable candidate.

BASSALEG COMPREHENSIVE SCHOOL,

NEWPORT HARTRIDGE COMPREHENSIVE SCHOOL (11 to 18) (a) FRENCII and GERMAN with a bias Lowards Frencis

(a) Frederical preferred.

(b) ENGLISH. To teach at least to C.S.E. and 'O' Levol.

(c) HOME ECONOMICS. Teacher from a recognized Domestic Science College to teach the subject and also some needlework and textile orts. NEWPORT LLISWERRY COMPREHENSIVE

SCHOOL (11 to 18) This is a new, purpose-built 11 to 18 school still developing as an 8-form ontry into a sixth form of 150 pupils even-

iusily.
(a) ENGLISH. Honours graduale preforred.
(b) CRAFT. Teacher for Technical Studies. New oppointments may have to assist with tempororily while departments are growing. NEWPORT ST. JOSEPH'S COMPREHENSIVE

GEOGRAPHY. Some A Lovel work may be offered to a sulmble applicant. Application forces and further details available from the Headcaster, Newport St. Joseph's Cumpreliensive School, Tredegar Park, Nowport, Gwent NPI 9YS.

ABERSYCHAN SECONDARY SCHOOL. PONTYPOOL

REMEDIAL CLASSES. Mainly the successful caudidate will teach remedial closses but olso assist with the teaching of light crofts in the Art Dapartment, Special Schuuts ollow-auto pamble.

Application forms and further information, where applicable for the above appointments in the Education Department, may be obtained, on receipt of at s.a.s., from the Director of Education, Gwent County Council, County Hall, Cumbran, Gwent NP4 2XG, to be returned by April 30th to the Headmaster of the second concerned. school concerned.

school congruents will be required to submit a setisfac-tary medical report on appointment.

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CUMBRIA

Other than by Subject Classification

BRENT
(Londan Borbugh of)

WAKEFIELD (City of)
METROPOLITAN DISTRICT
COUNCIL
CROPTON HIGH SCHOOL
Required for Sentember 1977 at this
fast developing 11 to 16 Comprehaptaive School with 250 pupils on

Other Posts on Scale 2 and above

EDUCATION COMMITTET WOODLANDS SCHOOL Histopia Drive, Allosirce, Dethy DF3 21.W Hosdomaidr, Nr. A. D. Cremwell, B.Be. DIN 21.W.

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NORTHUMBERLAND COUNTY COUNCIL COUNTY COUNCIL

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NAUTICAL STUDIES
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If m Natural Studies course,
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The course will shortly be
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COUNTY COUNCIL EOUCATION DEPARTMENT DRAVEBHAM DIVISION TRAVESHAM DIVISION

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NOTHE DAME HIGH SCHOOL.
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scheme for assistance with removal
receiving and hodging allowances.

Candidates should apply by force
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seven days giving age, present just,
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DERRYSHIRE
LONG EATON SCHOOL
Tamworth (1088, Lone Eaton
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comprehensive school; 1,500)
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ASSISTANT TEACHER for 0,8181

ASSISTANT 'EACHER for OIRLA'
PILYSICAL EOUCATION, Scalo 1,
Initial application to the libedmaster of the school from whom
puriner particulars can be obtained.

Regulted for Seniember, 1977; CREACHEL STORM PRE-LICIOUS EDUCATION and one ollier sobject. Assiciance with ro-noyal said lopel expences.

Sherbana

Jaquired Seplember: TEACHER of middle school subjects (ENGLISH, NATHE-MARTHES on MISTORY or OE(OLIAPHY) with prospect of some sixth form Fronomics ar Sustness Studies. Holp with flugby and rickets.

Apply ino form naming two

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UCATION COMMITTE
RHOSE FLEMINO SCHOOL
and Comprehensive;
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The Hide. Entitled ENS 7P9
[Roll; 1.700]
Telephone: 01-Roll 1703
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HIGH SCHOOL Weishpool, Powys. Tel 2014

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Application forms and lut-ther perilculars obtainable from the fland Teacher. Inper reraisi of a simpled addressed tooks cap onysiopo, to whom comple-ted forms simuld be returned by April 28, 1977.

Robett W. Hovan, Director of Education, Education Re-partment, Powys County Hull, Landrindno Wells, Prwys.

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Apply, in writing to liend-mistrees stating qualifications, pre-vinus especiate and manas mid addresses of two tofetees.

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Application forms and further particulars available from and returnable to the E. Armstrong. Clork to the Governors, 72 Lymin Avenue, Wigner Main 1705, 701, 1 stamped addressed enveloper (A15).

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Appointments in Scotland Apply in writing to the Head-mistress with two referees.

> DUMERICS AND DEGIONAL COUNCIL EQUICATION DEPARTMENT VACANCIES IN SECONDALLY BUSINESS STUDICS

MAXWELLTOWN HIGH SCHOOL Donking
Four-year School
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LOCKEDDIE ACADEMY Bix-year achool (Iroll: 1,000) CHEMISTRY/PRIVATES BTHANDAER ACADEMY Six-year School (Hol): 1,500

OEOGRAPHY/ENGLISH NAXWELLTOWN JUNII SCHOOL Oumfrice Four-year School [Roll: 960] MATHEMATICS

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Further information restrictions illoso posts and application forms muy be abletted from the undersigned to whom compilete forms should be returned within 14 days of the appearance of this adventigement. J. K. Purvns, Director of Education, Education Offices, 30 Edinburgh Head, Destifies DOI 11Q.

Lancashire W County Council

.CLOSING DATE 25th APRIL 1977 Primary and Boacial Bchools

Bacondary Schools Farms/fullher details lices and returnable to the Haadtaacher at the School, S.A.E., places.

PRIMARY SCHOOL

HEADSHIP NELSON, ST. JOHH'S C.E. (AIOEO) JUNIOR (140 mixed) 141 September, 1977. Group 4.

SECONDARY SCHOOLS

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GLACKBURN, ST. EDMUNO ARROWAMITH R.C. HIGH SCHOOL [924 mixed], Livesey Branch Road
September, 1977.
Group 10—with periloular responsibility for pastoral date.

HEADS OF DEPARTMENTS et.' AUGUSTINZ'S R.C. SECONOARY (800 mixed). Olitington. Olechburn, Lance 808 9JA 101 September, 1877. 90'9'S CRAFT. Reals 3.

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SCALE 2 POSTS & ABOVE OVER WYRE, ST. AlOAH'S C.E. HIGH (SED) Carigate, Prassall, Clackpool Replember 1977 PHYRICS Rosia 2.

SCALE-1-POSTS OUR LACY'S R.C. HICH SCHOOL, Morecembe Road, Lencasier. No. on Roll 1,184

OVER WYRE, ST. AIDAM'S C.E. HIGH [550], Cartgate, Preseall. September, 1977.

POULTON-LE-FYLOE, GAINES ORAMMAR (\$74), Higheroes Road, ... Paulion-le-Fyrds Asphamber, 1877. ENGLISH.

PERIPATETIC INSTRUMENTAL MUSIC TEACHERS. 1st Septembor, 1977. Woodwind, Spring und Greek Inchuments. Scale 1 of 2

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Forms from Assurable to the Chief Education Officer, County Hell
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CITY OF BIRMINGHAM Education Department

THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

SPECIAL SCHOOLS (1) EAST BIRMINGHAM HOSPITAL SCHOOL Headteacher Group 4 (S)

Yardley Grean Road. Lillis Bromwich, Birmingham

ge 56T Regulard Seplambar: Head tenchar to laad a team serving the aducational needs of child patients at this general hospital. Education is provided in classrooms, on the wards, and also within the Care and Assasson the wards, and also within the Care and Assessment Canira, and the post will be a chollenge to experienced and wall qualified teachers with varied experience in Special aduction.

Bither details and application forms from Stalling Branch, Margaret Stroet, Sirmingham B3 3BU (talogues 021-235 2548).

mone 021-235 2546).

By Hill, Birmingham B31 1LD (Tol: 021-479 3923)
Applications Invited from experienced teachers for a
Scale 2 (S) post in the Round Table Autistic Centre
allached to this School. Candidates should have a
real interest in the aducation of severally-handicapped children and must be witting to accept an additional to hours extranaous duties each week. Intending applicants invited to contact Headmaster for details,

(3) MAYFIELD SCHOOL Healthfield Road, Birmingham B18 1HJ (Tel: 021-554 3354)

(i) Deputy Headteacher Group 9 (S)

Vacant Saplamber, 1977. Appticants must be experianced and wall qualified. the school, slumlod in a high density urban area, telers for ESN (M) and ESN (S) children. There are 28 leachers plus support stall for 250 children, aga-28 leachors plus support shall for 250 children, againge 2 to 16 years plus. They exhibit a wids verially a handlesp and behavioured difficulties. Experience a some of the following tooks is assontial: Assessment and Diagnosis: The Sucial & Emotional Nasds: Language & Communication: Ellinic Minorities: Exira Carlotter work with Parents.

(ii) Senior Teacher Post -(Upper School)

Ment beginning of Summor Torra. A very experienced where required, used to ESN (M and S) Adolescents was all whom are protoundly disturbed. The appli-tational hold a retrivant Diploma. Interested applitest is alther of the above two posts should talaposthe Headmastor to mrange a visit to the school.

M SPRINGFIELD HOUSE RESIDENTIAL SCHOOL Shewells Road, Knowto, Solthull (Tel: Knowlo 2772)
Scheeldant Trumed Nurseny Tractor required Eneter
1977 for Children with specific fourning tillioultion,
Essience in special crincation migratingoons, Special
School allowance physible. The Theor Tuncher will
be placed whence physible. be pleased to walcome prospection applicants to the steel or supply further followinglion.

(5) UFFCULME SCHOOL FOR DELICATE CHILDREN

Weensbridge Road, Mosoley, Birminglanm, S13 80B [16]: 021-449 1081)
Assistant Taachar (Scale 1) requant for a group of Juniors with specific language disorders. Post provides exparience in meeting undividual mosds of children with a wide range of communication and parcapted fiftculling and additional construction. had difficultias, and additional opportunities for work had delicale and physically handcapped children. Application forms and kurthor delicals may be obtained Application forms His Som the Head Toocher.

(6) YEWCROFT SCHOOL

William Court Schools Birmingham, 817 9AB (R. 21-427 4000. (Residential All Age)
Resident Assistant Teacher (Scale 1). Special Schools Biomance.
Required as soon as possible after Easter 1977, antiqued children. Extra pryment for up to 15 hours extraneous duties. Application form etc. 1979 enquires.

(1) Peripatetic Teacher of the Deaf (Scale 2 (S)).

Mona invited from qualitied leachers of deat for an immediate vecancy within the City's Pari-patello Teaching Service. Car allowance will be paid. Firther details and application forms from Stalling 1921-235 2546.

(8) Peripatetic Teacher of the Visually Handicapped (Scale 2 (S)).

Applicatione invited from teachers who have experi-ence in the education of the visually handicapped and bare an additional qualification in the teaching of each bildren. Post improduction in the teaching of each thidren. Post immediately vacant, although well quali-led teachers not everlable until September msy apply. Car ellowence will be paid. Further datalis end appli-bation forms from Stelling Branch, Margeral Street, India is a Scheme for assistance with removal ax-

> BIRIVINGHAM CITY COUNCIL

Sixth Form and Tertiary Colleges

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TWO RESIDENT ASSISTANT
PEACILERS PEACHERS
Applications are invited for me intowing users. Iros sulfative qualifled And superiored randiquies, loslids new school which unered on
24th January, 1977;—
(1) Scale 2(8); TEACHER IO
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SCHOOL, STANDLAKE, OXON Therapoulic Advise: : CHRISTOPHER REEVES, M.A., M.P.P.S.

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RESIDENTIAL SOCIAL WORKER ICHIId Care): Applicants will proferably be single, be quellied, and have his some residential experience. Setary will be negotiable in Guide 4 N.J.C. (E2,818 to 23,406, less £411 for emoluments). Eight wooks' annuel holiday. Accommedicion is provided on or off the premises.

PLEASE WRITE FULLY TO THE HEADMASTER

The London Borough of Redbridge is a pleasant reddantiel area in North-Eacl London with eacy access to the West End and the Essex countryside. Help will be given in linding accommodation, with legal fees for 30 CUICHOSO, IOMOVAL And recollement synance where appropriate. Ouler London Allowenca payable. ETHEL DAVIS SCHOOL

Barley Lane, Goodmayes, Ilford Applications are invited from aultably qualified cendi-

dalee for the post of HEADTEACHER of this echool for physically handloapped children. The post becomes vecani through retirement in August, 1977.

The ochool has a roll of 90 pupils and is Group 6(8). Application forms and lutther perticulars are available from: J. E. Fordham, B.A., Chief Education Officar, Education Officar, Education Offica, 255/259 High Road, Illord, Essex IG1 1NN. Complained application forms should

be returned by 6th May, 1977. London Borough

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DORSET

School for fill maindjusted children
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responsibility for the formation
r BROOKE HOUSE

Vith FORM COLLEGE MARKET HARBOROUGH, LEICESTERSHIRE

SENIOR TUTOR

RESIDENT

applications are invited for a post of high responsibility in this independent co-educational Sixth Form College of 5 resident students.

75 resident students.

The RESIDENT SEMIOR TUTOR would assist the Principal in the day to day running of the establishment and would assume various administrative, academic and pastoral responsibilities. Cermin duties would be specified, others would be decided according to the successful candidate's interests and abilities. It is a key position at the cantra uf a small educational unit, and would appeal to a person with energy, imagination, versatility and ambition who has the ability to organize and to occupt responsibility.

Applicants should preferably be Science Gradunies, aged 24-30, with experience of Vith Form leaching and residential aducation.

St. Peter's Adult Training Centre Eye, Peterborough

000

740

Home Economics Teacher

Selary, instructor Grade £2,193-£2,853/£3,009 + £312 supplement This 100-place centre for mentally handloapped persons provides further and social education, and workshop/horifcultural training.

A teacher is required to teach housecraft and

A teacher is required to teach housecraft and domestic cooking. The person appointed will require an understending of the needs of the mentally hendicapped persons. Preference will be given to candidate holding the Diploma for Teachers of the Mentally Handicapped but other qualifications or experience mey be appropriate. Hamovel and relocation expenses up to a maximum of £750 in approved cases.

For Jurther delets contact Mr. J. Besmeon, telephone Peterborough £222449.

Application forms from the Director of Sociel Services, Cestis Court, Castle Hill, Cambridge, Telephone Cambridge 58811 Ext. 522. Please quote reference TSP. Closing date 22nd April, 1977.

CAMBRIDGESHIRE COUNTY COUNCIL full conditate that applies than forms available from Read-ter forms available from Read-testion, Mr. 1. P. Homer, at the observable flowing the ob-applications; Slov 3, 1977.

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Required for September, 1977. NEWHAM

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Head Teacher Miss S. Wood

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Closing dalo ; May 2, 19774 YORKSHIRE BRECKENBROUGH OCHOOL

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Independent Schools

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By Subject Classification

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EAST SUSSEX MINICAL COLLEGE INTERPRETATION OF HOLES and COMMUNICATION, STUDIES and ON.D. love students. Relocation Brails in approved cases. Details from Principal. Brightlem Technical College, Polliam Street, Brighton BN1 4PA, Tel.: (0273) GBB971, Clasing date 29th April, 1777.

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KENT COUNTY COUNCIL EDUCATION COMMITTEE

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Ken CTI AJ, Tel. 0227
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LECTURER II POST f.EEDS COLEGE OF BUILDING North Street, Leeds 183 70T Telephone: Leeds 30765 Principal: Mr. J. Piace, P.L.O.O4 DEPARTMENT OF DEPARTMENT OF Applications any invited for the pest of Lociumer (Inde II to leach Civil, Engineering subjects as the T.E.I., Carifiction Course, the 10 control of the T.E.I., Carifiction Civil, Engineering Studies of the Colore is Sectionaber 1773.

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London Borough of Merton MERTON TECHNICAL COLLEGE

HEAD OF DEPARTMENT **GRADE III**

Required for Catering, and Home Economics for 1st September, 1977.

Forms end particulars from Chief Administretive Officer, Merlon Technical College, Morden Park, London Roed, Morden, Surrey.

R. Greenwood, M.A. (Oxon), F.R.S.A., Director of Education and Clerk to the Governors

KENT County Council **Education Departmen**

WEST KENT COLLEGE OF FURTHER EDUCATION Brook Street, Tonbridge, Kent

DEPARTMENT OF OFFICE ARTS LECTURER I required in September, 1977, in large Department of Office Aris to offer two or more of the oflowing subjects:

Accounts, Economics, Law to 'O' level, RSA Stage 1 Machine Accounting. Business and leaching experience essential.

Application forms end further deteils evellable from the Chief Administration Officar, West Kent College of Further Education, Brook Street, Tonbridge, Kent.

Salary: £2,469-£4,377, elerting point dependent upon

CITY OF MANCHESTER EDUCATION COMMITTEE ST. JOHN'S COLLEGE OF FURTHER EDUCATION F.E. 66 (re-advertisement)

LECTURER I in Law To teach O.N.C., O.N.D., A.C.A. Foundation end Legal Exoculive Courses. Previous applications will be con-

F.E. 74

LECTURER I in Secretarial Skills To leech O.N.D. and poet- A "level Secretarial Courses.

F.E. 75

Temporary LECTURER I (one year) in French

To leach 'O' end 'A' isvel clases, with qualifications and experience to easist in courses to English as a Foreign Language with Oversees students and Teachers' courses. Salary—£2,781-£4,869.

Detelle; and forme of application from the Principal, St. John's College of F.E., Lower Hardman Street, Manchester M3 3FP, Tel. 081-834 6068 (S.A.E. regulrad), to whom they should be returned not leter than May 9, 1977.

South Cheshire College

Principel Lecturer Food, Fashion, (Deputy Head)

Lecturer ii Lecturer 1 Lecturer la trans

Music 1 Salary *

PL. £5940-£6642 (+£3/2) L.II £3279-£5493 (+£312) L. / £2469-£4377 (+£312),

THE COLLEGE Dane Bank Ave. Crewe CW2 8AB Telephone 69133

work.

Food Science

Art and Design

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Gronville Rood, Shoffield S2 2Rt. (Tel: 70271 Ext. 211)

Department of General and Liberal Studies
Required for September 1, 1977;
11) a SENIDE LECTURER in General and Industrial Stodies, to be responsible for TUC Courses and for Industrial studies elements in TEC and CGL1 courses.
(ii) a LECTURER GRADE I to teach Physical Education and General Statics.

ond General Statues.

Department of Health and Welfare
Required for September I, 1977, or cortier if passible:
till) a LECTURER GRADE II to take charge of Communication and Community Stadles within the Department which comprises courses for Nursery Nursing,
Pre-Nersing, Home Economics and City and Guilds
Foundation Course (Community Care) students.
Qualifications and experience in the field of literacy
are essential.

granticular and experience in the field of intersey are essential.

[Iv) a LECTURER GRADE I for Child Development and Educational Studies to NNES students. Applicants should have nursery/infaut training and intre-had recent experience in a nursery. Sulory Scales:

Sulery Scales:
Lecturer, Grade I, within the range, £2,469 to £4,377 per annual, plus an annest sstary supplement of £312.
Lecturer, Grade II, witiun the range, £3,279 to £5,493 per snaum, plus su soduel setary supplement of £312.
Spolor Lecturer within the range of £5,031 to £5,955 per SDnum, plus an annual salary supplement of £312.
Application forms, together with forther perticulars are obtainable from the Chief Administrativo Officer, Grativille College (foolscap stamped sidressed envelope) and must be returned by 29 April, 1977.

waltham forest college

Foresi Road, Walthamstow E17 4J8 Department of Business Administration

Principal Lecturer in Business and Secretarial

To be reaponable for the organisation of and dayslop-ment of the Business Studies and Secretarial sections of the department. Teaching subject offered could be in either of these two ereas.

Iwo sreas.
Wide teaching and business expatisnce essential.
The sections are responsible for a varied range of courses, including C.O.S., O.N.C., O.N.D., Secretarial courses to Post Graduata loyal.

Lecturer II in Accountancy
To leach Texation at prolessional level, with ability
and willingness to oliar other appropriate Accountancy sod Business subjects.
The Accountancy section is currently assking approval
for an internal A.C.A. Full-Time Foundation Course.

Two Lecturer I's in Business Studies

One to teach mainly Office Organization, Commerce and Communications to students on T.S.A. and B.E.C. lirst end second-level courses.

The opportunity of teaching limi-line supervisors may also be evalleble.

One to offer one or more of the following: Accountancy Economics Law.

Candidates offering Accountancy and Economics could appoint in Numerical Analysis, whilst candidates offering Law could specialise in Company Law.

One Lecturer I in Secretarial Studies

To lesch Pilman or Tasline Shorthand; Typawtiling, Audio Typing, Secretarial Duties, and Office Practica to Advanced levet.

An ability to offer one or more of the following would be an advantage: Communications, Accounting, Commerce, Medical Stanggraphy, Commercial Arithmetic.

Department of General Education

Two Lecturer I's in **General Studies/Communications**

To Isaon General Studies and Communications to a range of filludents on vocational courses, particularly in Suliding Construction and Motor Vehicle Engineering. An interest in teaching basic literacy would be an added advantage.

Department of Sciences

Closing Date : 29.4.77.

Lecturer I in Chemistry

To tesoh Chemistry mainly to 'O' and 'A' level, A willingness to teech banic Solence at an elamentary leval would be usaful. Appointments will be from September 1st, 1977. Application forms and further details available from:
The Principal (Staffling), Weilhem Forast College,
Forest Road, Wallhamataw E17 4JS. Telephana No.
01-527 2268/2311, Ext. 259. FURTHER EDUCATION

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LONOON COLLEDE OF PILINTING Elephant and Castle, Lendon, 861 628

OFFARTMENT OF BUSINESS

DECTURER II IN HISTORY

Applications are invited from studied by asolified peocle to tourh the history of cholography to students of depreciage O.A. Hous.) in Visual Communications Photography, Firm and Television.

Conditation should possess a sireng commitment to photo-graphy in reluding the section involvement in the section involvement in the section in the section

GUINTY TECHNICAL COLLEG Callege Boad, Antingion Northminberland, NEGS 911G SOUTH WEST LONDON DEPAILEMENT DE MINING DURINI:08 STUDIES LECTUREII IN SURVEYING Required as soon as Doubble but not later than 1 September but later Applicants should be well qualified and able to offer some of the following specialisms: Office Biudies, Mathematica or Computer Studies, Mathematica or Computer Studies, An understanding or TOPS and Appendix II work is important in control of the computer of the control of t o qualifirations and soper-onco. Grant sement and an io Lipida allowance and an io Lipida and cassa, appro-son in approved Cassa, return-Accilication of the pro-line with the control of the line purifications from the pra-cipal.

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Further particulars and spolication forms from the Principal si me Cluster.

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Lion forms data : Friday, 29th April, 1977.



STRODE COLLEGE, STREET

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Applications are invited for the following pools to commence in September, 1877.

LECTURER GRAOR II. The pool is for a graduale with industrial and teaching experiences, expects of feorning the Electrical Engineering subjects in the O.N.O. In Technology (Engineering) course.

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LECTURAR GRACA t. The poot le lar a graduals with industrial orderions and proterably some teaching esperionce to teach Physical and Meterial Science and Methanistic in the community. It would be an advantage it both persons to be oppointed costid dier some Engineering Drawing as a subsidiery leaching subjert. But arry, Lecturer Stode it 23,591-25,805; Lecturer Orada I 22,781-24,839, starting solery departs on oge and experience. The soleries are assigned to review from the tot April, 1877. Further particulars and application terms from the Principal, Breds Cottees, Church Road, Birest BA16 GAB (large S.A.S.). Closing data bit Moy.

BRIDGWATER COLLEGE, BRIDGWATER LECTURER 1 FOR OIRLS PHYSICAL SOUCATION, with oblitive to espisit with LERBRAL STUBIES. The succeedul candidate, graduate professed, should be able to offer a subsidiary teaching espiced in addition to Physical Education, and to skee an active part in organising as wide programme of activities in this tocertity established terilary collogo.

Application term and details (R.A.R.) frest the Principal.

YEOVIL COLLEGE, YEOVIL 'Veovil Cellege is a teritary college combining sixih-term work with that of a techniqui college.

LECTURER 1 IN THE SCHOOL OF AUTOMOBILE CROINSRAINO, for pasts in the teaching of vehicle bodywerk together with welding.

LECTURER 1 IN THE SCHOOL OF AUTOMOBILE CHOINEMINING, to nasist in the teaching of vehicle bodywerk together, with washing.

LECTURER 1 IN BUSINESS RTUDIES, to feech Law to the ONO/ A 'tevel standard and one or more of the following: ONC Oste Processing: 'O' level Adquard; COS Book Keeping.

LECTURER 1 to be responsible for OIRLS' PHYSICAL EQUICATION. Well-equipped aparts half and encillary facilities, and playing fields.

LECTURER 1 IN ACCOUNTANCY and related Sucheus Stadios.

LROTURRY I IN ACCOUNTANCY and rolated Business Stadios.
LECTURER I IN ENGINEERING OSAWINA.
LROTURRY I IN MUSIC.
LCGTURER I IN BECRETARIAL STUDIES.
Application forms and details from the Vice-Principal, Yaovil Clarky date 20th April

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY, TAUNTON
Applications are invited for the posts detailed below. All posts are available from 1st September, 1977, unless indicated others.

Wee.

Department of Catering and Community Services (0.1)

LECTURRY I IN BAKING ARG PAY(BBERTS WORK

A full-time Setary and Paliserie spacialist teacher is required
to teeth basic bakery and confocilonery skills to full-time students
taking City & Oulde celering outses 705 and 706. Applicants
should hold the City & Oulde Breadmiking and Flour Confectionery
basic and odysnand certificates. Trade experience, good practicel craft skills are teaching experience in Further Education

are highly destrable.

Department of Caterian and Community States (6.6)

ere highly desirable.

Opparations of Cetoring and Community Services (C.2)

LECTURS 1 IN HAINDRESSINO

A fell-time Hairdressing epscialist teacher is required to leach baselo practiced skills, theory, board-work, hydrens and rolated subjects to students on full-time and part-time (Illy & Callde 760

Besto Creft hairdressing sources.

Applicate should hold the City & Oulide Heirdressing Certificates to advanced level and have considerable trade dapartenes. Teaching experiences, Teaching experiences, Teaching experiences, Teaching experiences, Teaching experiences, Teaching experiences, Teaching experiences.

Oepsilment of Ostering and Community Services (C.3) LECTURES I IN HUMAN BIOLOGY LECTURES I IN HUMAN BIOLOGY
A Humen Biology specialist teacher is togsfred to leach essiony, physiology, community health, hydrote and related subjects to dudents on Pre-Hospilal Bervice Courses and Pre-Himmory Resistants Care Courses. Applicants should hold a leaching certificate together with either State Registered trans quelifications or an exproprinte Schence Cogres.
Students on the courses will be taking Human Biology to "O" level so port of a opacialist preliminary careet course.

Department of Humanities & Solance (H.1)

Department of Humanities a coloride (n.r.)
LECTURER I IN MATHEMATICS
The percon eppointed will be a Mathematics graduate with leaching qualification and will be required to leach on juli-time O.C.E. courses meinly at 'A' level in both Pure and Applied Mether

Department of Humonities & Science (H.2)
LECTURER I IN PRYCHOLOGY The person eppointed will be a graduate with feaching qualifora-tion and will be required to teach on tuil-lime O.C.E. courses mainly A level Psychology. An ability to ecolet with the teach its of solence would be an edvantage.

Osperizioni el Humonities & Science (H.3)
LECTURSRI I IN ENOLISH
The person appointed will be required to toech meinly Cnglish
eo a Foreign Language to Iuli-time end part-time overeses stadenic with some Communications clesces with oral studente
Cartildetes should have an S.F.L. tecching qualification and preferably some esportance in this field.

Ospaniment of Engineering
LECTURER I .IN CLECTRICAL INSTALLATION WORK (B.4)
The person appointed will have reappneishilly for resching Electrical Installation unbled as p to and including Cily and Ostics C course.

Applicants should possess of less the Cily and Oulids O collidate in Electrical installation work. Poccession of an H.N.C, in Electrical Engineering would be an advantage. Tasching experience or e teacher Intelling qualification is designed together with recent industrial experience.

Opportment of Engineering (E.3)

COTURER; I IN COMPUTING (E.3)

The person appointed will have particular responsibility for the farther development of computing within the College. Toschid, will include Computing subjects for ONO [Technology] courses and Computer Solemo for O and A lavel cources. A relevant degree or againstent professional qubilihostion is essential. Tesching seperiance or a teacher, fraining qualification is desirable, together with experience of computers in industry are commerce.

This post is eveliable as soon as convenient to the successful.

Ospermient of Engineering LECTURER II IN ELECTRICAL ENGINEERING (E.2) The berson eppelmod will have particular responsibility for teaching Power Engineering subjects on Higher Netional Certificate and similar standard courses, together with eny necessary develops ment of that subject for TCC Programmes. A degree or agulvalent proteenional quellification le essential together with relovant industrial and feeching experience.

Department of Engineering LCCTURER II IN MECHANICAL SNOTNESSING (E.1) LOCTURER II IN MECHANICAL SNOTNERRING (E.1)
The person appointed will have parlicular reapquability for fasching Power Transfer and Cnergy Conversion (Mechanical) for country applied Heet ent Mechanica, of the Ordinary National Ciplema in Technology Osafes, and to taseh cimilar subjects of other courses of comparable level. The ability to clier courses of comparable level. The splitty to clier, systemic Engineering for the ONO Course would be an advantage. A degree or selvelent professionel gualification together with lacching and rolevent indestitel experience are seasonal implicant. Applicant.

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Application forms and further particulars are obtainable from the Clerk to the Seveniors, Somorast College of Aris and Yeoling, Weilington Road, TALINTON TAT BAX, on receipt of a seasonal college, Weilington Road, TALINTON TAT BAX, on receipt of a seasonal college. THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

STOCKPORT

DUPARTMENT OF MANAGENNE

Applications are invited from suffactly qualified persons for the following full-line posts, studies to remnence 18t Benchmark, 1977;---

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Centre for Arts and Crafts The Centre, housed principally in a former School of Art in Beckanham, has an enrolment of approximataly 1,400 part-lime slu-

dants attending day and avaning clessee. Selary as Principal, Group 1, le within the range £6,540 to £7,122 plus £297 London Allowence end £312 Supplement.

Application forms and further particulars may be obtained from the Chief Education Officer (F), Sunnymeed, Bromley Lane, Chislehursl, BR7 6LH. Completed forms should be returnad by 6th May, 1977.

LONDON BOROUGH OF BROMLEY

TIME POLYTICHENIC ENGINECRINIT PRACTICES Applications ore invited for the post of INSCOULTER in 100 of Inscoulter Senior Lecturer or Lecturer 2 in Contemporary European Studies (Economics)

t'amilitates should have an interest in European Economic Systems, A particular interest in the cooromics of Western Enrupo an advintago. Dutice lo commonco 1st September 1977 Salary: SL £5343-£6729 L2/SL £3591-£5443-£6729

Application form and further delaits available from the Establishment Officer, The Polytechnic, Wulfruna Street, Wolverhampton WV1 11.X (tolephone Wolverhampton 27871) to whom applications should be returned by 29th April 1977.

DEPARTMENT

FURTHER EDUCATION

Applications are invited for the undernoted posts. All osndideles should have televant industrial or commercial experience where appropriets. Teacher training would be an adventage but training will be given on an in-service basic it necessary.

HEAD OF DEPARTMENT

CARDONALD COLLEGE OF FURTHER EDUCATION

690 Mossperk Drive, Gleagow G52 3AY . **CONSTRUCTION SERVICES**

(£7,602)

Appropriate qualification (pre-ferably in Mechanical Services) end considerable experience in a promoted gost in Further Educe-

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MAYNOUTH

BARMULLOCH COLLEGE OF FURTHER EDUCATION 166 Rye Rosd, Glasgow G21 3JY

CLOTHING MACHINE ENGINEERING Lect. B' Appropriate FTC or equivalent. GLASGOW COLLEGE OF BUILDING AND PRINTING

60 North Henover 6treet, Glasgow G1 29F Hone Dagree Economics—Know-ledge of Urban Economics and the Construction Industry. **ECONOMICS**

TROWEL CRAFTS-TILING

KILMARNOCK TECHNICAL COLLEGE 100 miles 1 miles 1 miles Lect. B' Diplome in Art.

THE REID KERR COLLEGE Renfrew Road, Palaley ELECTRICAL INSTALLATION

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ART AND DESIGN

Lect. 'B' Appropriate FTC and/or Higher National Certificate.

SALARIES

THE PROMOTED POST STRUCTURE IN FE COLLEGES IS PRESENTLY UNDER REVIEW Lecturer 'A'---£3,528-£6,324 (bar)-£6,807. Lecturer 'a'----£2,979-£4,671. Placing on selary scalas will be given for relevent experiance.

> EDWARD MILLER Director of Education

Forms of application and further particulars can be obtained from the Cottego concerned, to whom completed application forms should be returned not letter than Wadnesday, 27th April, 1977.

TEACHER

Autokam Scate t + 2564 po (fororor) Approved Schools Allowance

+£312 pa Cost of Living Supplement +£150 pa Fringe London Waighling Knotley Hoose is a Community Home with aducation on the premises for 40 boys who ero all socially and adirealionally disadvantaged. Applications are invited from leachers who heve skills to offer in the fields of Remadied Education and Art. Witlingness to participate in a multi-disciplinary teamwork approach easential. Possibility of exire duty payments. Accommodation available for single or married teachers. All toaching undertaken in very smell of the payments. groupe. Perl-time appointments considered.

Applicants should be in sympathy with the Christian principles on which Bernerdo's work is based. Applications to : Divisional Children's Officer, London Division, Tanners Lane, Barkingside, Litord, Essex. Tel: 01-551

Enguirtas to : Tito Principal, tal : Penshurat 303.



Schools Council Project Haalth Education 13-18

Deputy Director and Additional **Team Member**

The Schools Council has lunded a major project, in co-oporation with the Transport and Rosed Rassarch Laboratory and Socillah Heelth Education Unit. The project will begin in September, 1977, and last for

The aim of the project, which will be directed by Mr. Trelor Williams and based at Colchester inalities of Higher Education, is to identify whys in which health aducation can be organised within secondary educetion, to develop pupil malerials and to prapare leachers' guides. The team of five will be working closely with a number of teacher development groups in various perts of the country.

Tesching experience in the 13-18 sector of education,

Tesching experience in the 13-1B sector of education, end sympelity with the time of Health end Social Education, ere essentiel, the addition, a background of Biological Science would be en advantags.

Secondment of the eppointees from their present posts, together with en honorerium, may be possible or, elternatively, a chort-term contract on en appropriete lurther oducation eelery social could be arranged. Applications forms and further information may be obteined from Mr. Tretor Williams, Colchester Institute of Higher Education, 24 Harold Road, Clacion-on-Sea, Essex. The closing dete for the receipt of applications is Friday, 29th April, 1977.

OF AVON

Social Services Department

HOUSEMASTER/ HOUSEMISTRESS

Salary Scale: RCCO Senior Grade £2607/£3282/£3957

Plus £312 per annum Supplement

At the Crescent Community Home School, Downend, Bristol, for 60 17 years of age. The School sims to prepere girls with particular difficulties to live in the outside community.

Basic qualification in Residential Child Cere desireble.

Preference given to applicants with previous experience in this type of

Further details and application forms, returnable by April 27, from Director of Personnel (tal: Orietol 298585), Avon House, The Haymarkel,

Please quote reference number SS 8771.

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1976, Phone 01-701 4221 for full
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Closing date for nonlications May
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West Sussex Institute of Higher Education .

Deputy Directors/ Heads of College

Salary—Group 7 of Vice-Principal's range, Burnhem F.E. Scales—£9,250

This new inetitule has been formed from the Bishop Otter and Bognor Regis Collages of Education and will be opening in September this year.

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We are seeking two Daputy Ofrectore, one post to be combined with the Headship of Biehop Ofter College, Chiohester (candidales must be communicant mambere of the Church of England or of a Church in communion with it), and the other with Headship of Bognor Regis College,
Candidales may apply for one or both of these posts.
Where application forms were previously submitted for post of Director, these can be reconsidered if candidales slonify in writing.

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Further delails and application forms sysilable (atamped addrassed envelope) from Acting Clark to the Governors, 5 East Pallant, Chiohester, West Suggar, Cloeing date: May 2, 1977.



SOCIAL SERVICES OFFARTMENT OSSERVATION AND ASSERSMENT CENTRE **ASSISTANT TEACHERS Centre** (Ocate 28 \$3,890-24,863 plun \$312 p.a. Aupplement) ASSISTANT TEACHERS (2 posts)

ASSISTANT I LACITERS (2 POSTS)

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p.a. Supplement)

Thic Centre will provide residenticl occommedation for 20 children and will provide day assessment for 3 children who are in the core of the Local Authority and whose ages will range from five years to coventeen years. There is on educational cital establishment for one Acadelant Teacher, Scale 2 plue (8) and Two Assistant Teacher, character of the Local Authority and the control of the Charge and applications are invited from quelified Toschero who have experience in working will dinadvantaged and melediusted children.

have experience in working with dinadvanleged and melediustad shildron.

The educational approach must be on an individual basin as the children are likely to be educational retarded, disturbed and divarno, in ability. Toaching staff, in addition to providing a positive tearing a superience for children will also discover advocitoral historien, ascertain the level of alterment, prapare appropriate raporth ascentications to ceep confarences, working cleanly with centre colfidering.

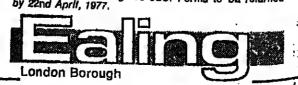
For informal discussion planes telephone Mt. Jankinnon 081-530, 530, 531, 31, Application forms and littles deleting the Colfideria discussion of the colfideria discussion way. Anhion-under-Lyna, Grodler Meadington, to be talurated by 25th April.

(READVERTISEMENT) **EDUCATION SERVICE Adult Education with Community** Centres Service

Area Head

25,852-25,444 (plue 2402 London-Allowance and 2312 supplament per sanium). (Burnham FE Head of Department Grade 2). (The provisions of the Gurnham Further Education Report, are ourrently being

Further Education Report, are ourrently being reviewed.).
Applicatione are sought from sullebly qualified and experienced individuals for this important end demending post. The post is available from 1 April, 1977. The Council clisr 100% removal expenses, lagal and estela agents teas up to £300, and lodging allowance. The epplications of those who have praviously applied will be automatically reconsidered unless epplicants indicate their liney wish to withdraw their application. Further details and application forms available from the Chief Education Officer, Hediey House 79/81 Uxbridge Road, Ealing W5 5SU. Forms to be returned by 22nd April, 1977.



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THE TIMES EDUCATIONAL SUPPLEMENT 15.4.77

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT

1. SMALL HEATH SCHOOL AND COMMUNITY CENTRE Community Education and Recreation Officer

Burnhem Furthor Education Hand of Oaperimant Grade II: £5,852 to £6,444, plus £312 per ennum II: 25,852 to 26,444, plus 2312 per ennum
The new Smell Heath School and Community Centre
represents a new Initiative in educationol, recreational
and community provision in Birminghem. The Community Education and Recreation Officer will be responsible
for the davelopment of adult aducation, youth and community activities at the Small Heath Centra, working
closely with the staff responsible for the achool, awimming bath, aports hall and library to etimulate and support integrated school and community use of all facilities on the campus.

2. COMMUNITY CENTRE, HOLYHEAD SCHOOL Community Education and Recreation Officer

Burnham Furthar Education Senior Lecturar Scale: 25,031 to £5,955(ber), plue £312 por annum

A youth end community centre to being provided as an integral part of the new Holyhead School premises. The Community Education and Recreation Officer with be assonable for the development of adult education, youth and community activities on the school campus, working closely with the statt of the echool to attimute and support integrated school and community use of the facilities.

3. PRIMROSE HILL CENTRE **Full-Time Head of Centre**

sumhern Further Education Lecturer Greda II: 13,279 to 25,493, plus £312 per annum The starting point on the scala will very according to

uitable experience. The Primrose Hill Centre is an integrol part of extensive new buildings at Primrose Hill School Imaginaliyely deaigned for joint school and community use. The Head of Centre will be responsible to the Principal of the Bournville Institute for adult education, youth and

community scibities on the cempus and tor assistance as required with the development of adult education. youth and community services in the neighbourhood

4. MIRFIELD CENTRE MI-Time Head of Centre

Maham Further Education Lecturer Grade II:

\$3,279 to £5,493, plue £312 per annum The electing point on the scote will very occording to suitable experience,

To be responsible to the Principal of the Saltley Insti-ble for the development and expervision of the adult solucition, youth and community programme at the school-board Mirfield Centre and elso to assist as required with the development and coordination of a programme of eduit education, youth and community activities in the noighbourhood of the Centra.

Application forms and further dotalls may be obtained from:

The Chief Education Otilioer, City of Birmingham Edu-ealon Department, Adult Education, Youth and Com-munity Olvision, Margaret Street, Ofrminghem B3 3BU, quoting reference AEYC/SJW, to whom they should be returned by Monday, May 2, 1977. There is a scheme for assistence with removoi ex-

BIRMINGHAM CITY COUNCIL



GWASANAETH IEUENGTID A CHYMUNED

Gwahoddir celaladau oddi wrth arweinyddion iauenciid, sifrawon trwyddedig neu rhal aydd a gradd neu dplome prifyagol mewn Gwyddor Cymdelthasol, em y swyddi llawnemaar ceniynol :—

(si Gweilhtwr leuencild a Chymuned-Ardel Massgairchen, Gengor, (b) Arwetnydd Iauencild-Ardal Irel Caernerfon.

Cyflog: JNC GRADDFA 3 (1-5)—£3428.£3888 (ynghyd â 2312 y tlwyddyn). Cyfnorth erfannot ar gyfer costeu symud a chosiau

eralli mewn achosion priodol, Firstienni aais gen Swyddog Personal y Sir, Swyddia't Sir, Caernarion, Dyddiad ceu: Ebrill 2811977.

OVERSEAS TEACHING POSTS

LECTURER/PROGRAMME ORGANIZER IN ELT AND

(Tunisia)

The English Department, Bourguiba Institute of Modern Languages, University of Tunie. To direct a meterials production tourn and lucture in ELT and EBP. UK degree, poetgreduate qualification in ELT and et least 5 years' experience in ELT and ESP Including materials production, essential. Good knowledge of French and/or Arabic desirable. Preferred age-range 25-40.

Salary: 25210-27054 pa +10% Inducament. Benefits: Free accommodation; overceas and children's ellowances and other banefits. 2 year

TEACHER OF ENGLISH

(Turkey) Tha Turco-British Association, Ankara.

To teach adult students, mainly Turkten. Candidates, prelarably alingle, should hold either a degree in English or a joint dagree with English as the main subject, or a teaching certificata with English as the mein subject, and have at least 2 years' experience in ELT. A formal TEFL qualification and/or experience in materials preparetion and lenguage laboratory work

Salary : TL5071 per month net (approx £192 at present axchange reta) prild locally plus o aterling subsidy of \$40 per month paid in Britain. Genefits: fares; baggage allowanca; contribution to medical insurance. I year contract renewable.

SENIOR ENGLISH TEACHER

(Bahrain)

Guaranteed

Manama Boye Secondary School (Commercial Candidales, men only, musi have a degree or s teachers' contilicate and experience in TEFL and life

use of Isnguege laboratories. Salary : \$3318-\$4876 pe tax free. Benetits: Free necommodation; nyonean and children's allowonces, 2 year contract consemble

HEAD OF ENGLISH DEPARTMENT

(Bahrain) lsa Town Goys' Secondery School.

Condidate, men only, must have a dograe, preferably in English, and several years' leaching experience. Salory : £3318-£4876 po tax irse. Benefits: Free eccommodation; oversees and

childrent's ollowances. 2 year contract renewable. SENIOR ENGLISH TEACHER

(Bahrain) Muharraq and Al Hoore Girls' Sacondery Schools (Commercial Sections).
Candidatea, women only, must have a degree and a teacher's certificate logether with aubatantial experience in teeching English to Commercial

Salary: 23318-£4878 pa tax tree.

Genella: Free accommodation; oversees and children's allowances. 2 yeer contract renewable.

PHYSICAL EDUCATION TEACHER (Yemen)

To select end train a national foolbalt team and o develop e general plan for aport throughout the

country.

Applicants, single or unsocompanied men, preferably between 30 and 35. Teacher training quelilication and FA Coaching Certificate essential. Experience in College of Education or as Head of Physical Education in Secondary Bohool. A current and active Interest in tootball essential. Salary: 24583-25580 pa. Benetits: Fras turnished accommodation; oversese

TEACHER OF ENGLISH (Yemen)

National Institute of Public Administration, Sane's.
Candidales should have a TEFL qualification and several yeers' overseaa tseching axperisnoa. Selary: £4589-£8818 pe tax tree. Benefits: Ovareeas and children's allowancee; frea lumished accommodation. 2 year contract renewable

THE BRITISH COUNCIL

Anglo-Colombian School, Bogota (Colombia)

HEAD OF MATHEMATICS

Degree in mathematics and teaching qualification 4 years' expetience, including work with computers.
Selary: £3357-£4917.

HEAD OF ENGLISH

Degree in English and teaching qualification. 4 years' teaching exparience. TEFL would be en savantage. Salary : £3357-£4917

HEAD OF PHYSICAL EDUGATION

Teaching certificate with PE specialisation, 4 yeers' experience. French, Geography or Economics ea additional subject. Salary : £3357-£4917.

ENGLISH TEACHER

Degree in English and PGCE or Certificate in Education apacialising in English. TEFL expanence would be an edventage. 2 years' experience. Salary: £2253-£3744.

TEACHER OF PHYSICS

Degree in Physics and a teaching certificate. 2 Salary : £2253-£3744.

PRIMARY TEACHER (10-11 yeer olds)

Certificata in Education (epecialising in primary area). 2 years' experience Salery: £2253-£3744.

PRIMARY TEACHER

(8-9 yeer olds) Certificate in Education (apacialising in primary area). 2 years' experience.

Salary : £2253-£3744. Single people under 30 preforred. Knowledge of Spanish desirable. 2 year contracts from August 1977.

DIRECTOR OF STUDIES

(Greece)

The Brilish Council Inetitute, Solonika.
Cendiciales, preferably in the age range 30-45, should be University gradunias with a PGCE with TEFL content end a minimum of 5 years' EFL experience. Previous experience es Director of Studies or Head of Salery : Drs 19990-Drs 39770 per month (epprox £3756-£5808 pa).

Benefits : annuel bonus. 2 year local contract

MATERIALS PRODUCER (ELT)

(Oman) Miniatry of Education (English Department) Muscat. To produce support materials and audio visual aids, to undertake in-service course for teachers of English. Candidalas, men only, must have a postgraduate ELT qualification, 3 years overseas ELT experience, and some experience in production of A/V materials. Salery: 14589-15618 ps. Benefits: trea lurnlahed eccommodation; overseas and

TEACHER OF ENGLISH AND ADMINISTRATIVE

children'a ellowances; 2 year contract renewable.

OFFICER (Senegal)

The British Sanegalees Inalitule, Oakar, To teach English, including English by redio, to adult students and easiet with examinations and general

UK degree, post-greduate qualification in TEFL or applied lingulatics, several years' ELT experience and fluent French essential. Experience of tasting, record keeping, examination writing and English by radio desirable.

Selary : 24589-25618 plus 10% inducement. Benefile i tree accommodation; overseas and children's allowances and other benafils. 2 year contract renewable. 77 CO 29

Raturn faree are paid. Local contract is guaranteed by the θ ritish Council.

Piesas write, briefly stating qualifications and langth of appropriete experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 85 Devise Street, London W1Y 2AA.

Republic of Singapore **English Language** Lecturers

are required by the

Institute of Education Singapore

for techireship positions in English studies

The Institute of Education trains teachers for primary school and secondary school up to G.C.E. "O" and "A" levels, in addition, it provides in-service courses, including English and related work in TRSL/TEF1. For trained

OUALIFICATIONS:

Applicants should be helicen 28:40 years of ago, have at feast a Master's degree and three years approved scloud feaching or specialist experience. Some teacher training experience would be desirable.

	Decile d'alama man	Annual Sale
	Basic Salary per	- Range Haclu
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Seniar Lerinrer :	S\$1,700 x 100-S\$2,000	S\$ 25.949-S\$.II
l.echurer A :	S\$1,700 x 50 S\$1,850	S\$25,949-S\$20
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	18\$4.21 equats £f.00 at	current exch

Emplacement will be on ane of the three scales, depending or qualificultons and experience.

Non-contributory terminol grainity at a rate of 17 per cent last drawn salary for each completed mount of service.

free economy return passages in and from Singapore plus buggage allowonce for emplayee, spanse and dependent children under two years.

Free non-contributory medical scheme including consulta-ition, treatment, surgery and medicine for employee and family in Singapore. ACCOMMODATION:

Subsidized bousing or allowance in lieu ranging from: \$53,000 to \$56,000 per year. INCOME TAX:

Approximate Ta	ix on Earned I	ncome of:	
Single Married Morried with)	S\$20,000 S\$2,510 S\$2,280	\$\$25,000 \$\$3,700 \$\$3,450	5530,0 \$53,0 \$54,75
2 dependent	5\$1,950	\$\$3,143	641 30

LEAVE: 42 days paid vacation leave per year. Employee may go home to UK during vacation but this will be of his own expense, 11 days paid gazetted public holidays:

TENURE OF APPOINTMENT:

APPLICATION AND INQUIRIES! Enclose slamped self-addressed envelope when writing lossingopore High Commission, 5 Chesham Street, London, S.W.I. for opplication forms.

Application larges duly completed should reach the above eddress not later than June 6, 1977.

AUDIT EDUCATION

NURTHAMPTONSHIRE

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Assessment Centres

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Youth and **Community Service**

EDUCATION COMMITTIES YOU'LL BEDVICE

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CITY OF HIMMINGHAM EXPERIMENT IN COMMONITY LDDICATION

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TIERHYSHIRE MATLOLK LULLEUL OF EURCATION COMMUNITY AND YOUTH Anglicalinus are invited from suitably qualified and paperonered and man man woman for Unitable and Ministrative from the suitable and the s Turtier parieting and night-callon forast may be obtained from the Principal, Allors, Calings of Idacatlon, Mallock, Derbysitre, Derbysitre, 32, L77 date Priday, April

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Wardens £2,185-£3,279 (plus supplement)

THE TIMES EDUCATIONAL SUPPLEMENT 15427

Applications are invited from both man and woman for pensionable posts in the Department of Agricultura of Greenmount Agricultural and Horticultural Collage, Anirim and Loughtry Collage of Agricultura and Food Technology, Cookelown.

Successful applicants will be engaged on duties related to male aludent walters and recreation including the organization of tecilities and various types of acciss functions and lielson with appropriate bodies. Applicants should be at least 21 years of age and have the ability to work with young people. A Diplome in Youth Leadership or aquivalent qualification would be desirable but not assential.

deelrable but not assential.

Evening and weekend dulles will be involved on a rotal In addition to selery ecele quoted a supplement of

In addition to selery ecele quotad a supplement of £313,29 par annum is payabla. Blatting eatery will be releted to quelitications and experience. Free board and eccommodellon will be provided. Further datalite of these poets may be obtained from the principale of the above collages, I a:—

Mr M. Boyd, Greanmount Talephona Anitim 2114 Mt W. G. Shannon, Longhry

Please write or telaphona for an application form quoting refarence SB 92/77/TES to Civil Service Commission, Rosapark Housa, Upper Nawtownarde Road, Betast BT4 3NR (Islephona Dundonald 4585, extension 257). Completed forms must be returned to errive not later than April 29, 1977.



Overseas Teaching Post

TEACHERS OF ENGLISH

(Greece)

The British Council Institute, Salonika 2 Teachers of English

Candidales should be University graduales preferably with a PGCE end TEFL quelification. Some EFL experience desirable. Preferrad ege

Selary: Dre 18,000 per month (approx £3,396 pa). Banalita: annual bonus. 2-yeer control ranewable.
Please write, briefly staling qualifications and length of

appropriate experience, qualing reference number 77 RO 35-36 and Little of post for further details and an appolication

ARAB WORLD ELT REPRESENTATIVE

Thomas Nelson & Sons Limited wish to appoint a representative to sell their last-growing ELT fist in the Middle Beat and North Africa.

but the representative will be required to spond rip to 18 weeks a year Iravelling. However, a person elready resident in the Middle East or Greece would be con-

A good satary will be paid and all tinvolling expenses reinbursed. The coloer prospects in Nelson's lepidly expanding ELT Department ere excellent.

We are looking for a young person, eliher a grad-uale or trained teacher, with knowledge of the Arab world and preferably fluent in Arabic.

Applications to: the Personnel Manager, Thomas Nelson & Sons Limited, Lincoln Woy, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP.

NELSON

DEAN OF STUDIES

United Nations International School

The position. Deen of Studies, has been craeled at UNIS or appointment 1 September, 1977. Applications will ha received through 9 May, 1977, with announcement of appointment to be made by mid-June.

'The primary objective of the Dean of Studies is the perfection of a concept of international aducation sepropriata for UNIS

... to provide coordination and leadership in curiloulum and melhodology

...lo ensura equilebla end rational alenderde of methodology, continulty of curricula, and consistency in subject requirements and regulations

... lo direct the operation of the international Educa-

to ensure that inculty appointment and renewal procedures are properly followed, end are in the beat interests of the school

... for the operation of the echool's in-service ireining Me and for lis development as a center of expantise In International education.

The Job Description Committee

applications and inquiries should be mailed to: Elzabalh Kehn, Secretary,

Academic Dean Senrch Commillee United Nations futernational School, 2450 East River Drive, New York, N.Y. 10010.

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Overseas **Appointments**

THE NETHERLANDS

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Further Information and application Information True Manager Religion, Pelecis Hutter, Custon Head, Landon (W) 2011, Interface (4)-387 284).

NEW ZEALANO WAIRATO DIOCESAN BUILDOL

Hamilton PHPCHAL are invited for the Applications are invited for the pastion of PRINCIPAL of the section, which has 154 day pupils and 151 bearders from 1511 1 to 1 unit VII. tom VII.

The Board would welcome intouties from these with neight ouinterested in help considered for
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Dioceson School for Ulris, P.O.
Box 21 Harbiton, Now Zestand.

Conditions of appointment for the
position may be solutined from the
Serretary. The closing data for
ine recoint of applications by inc
Serretary is 30th Juno, 1977, and
the new Principal will be espacied
by take up duties in Term 1, 1978;

CANARY ISLANOS

Two-year conitact.

Write piving United Kinfidom telephone number and coding, brief rarricatum vitae, and names and addresses of two relatives to liteat minior, littlish yeoward School, Parque Taper, Paerto da la Crua, Tonorife Canary Jalando.

FRANCE

Salary range 3,000 to 3,000 france a month, interview in Len-

GWITZEILAND CANEYA ANGLIBII BCIIOOL

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RPAIN

MANAGEMENT CONSULTANT

To work in business and industry, UK possibly on Continent on parformance improvement projects using behaviour modification technique for rapidly growing USA firm expanding to UK. Qualifications: prefer educational or clinical experience with behaviour modification or managament consulting in ingnufacturing, marketing or clerical arees. Must be able to anelyse performance problema, train, persuade and market services. Successful candidate has possibility of becoming Managing Director in

Please write giving office and home 'phone number. Interviews London, April 25 to 30.

Write Box TES 2772, The Times, WC1X 8EZ



ORGANISATION FOR ECCHOMIC CO-OPERATION AND DEVELOPMENT PARIS

Centre for Educational Research and Innovation (CERI)

Ilon with educational ministries and research and development institutions in the 24 OECO Member countries. Projects include entiversity development, school relorm, teacher training, early childhood sducation, recurrent advestion, school financing and school-community relations. Work is carried out in Paris bat

Candidates should have academic knowledge and avocalance in contracted in should neve ecodermic knowledge and experience in policy-making or research in educational development and innovation. Analytical capacity to relate these eress to education and broader social policies would be a distinct advantage. Excellent knowledge of, and drafting ability in, one of the official languages (English of France) and working knowledge of the other are essential.

Appointments for one to four years, with starting lex-ires smoluments (married non-resident) 98,000 French Francs

60,000 French France - mailted non-resident) may also be available for graduates in social solonees interested in working Applications from nationals of OECD Member countries, se-

companied by a detailed curticulum vites in English or French and specifying sCERI#, to : PERSONNEL DIVISION, O.E.C.D.

2, row Andié-Pascal, 76776 PARIS CEDEX 18.

143 193

KNOW-HOW vital to developing countries

Education Overseas

Primary Teacher Educator—

To assist with Initial Ireining of leaching, essist in primery schools, making frequent Informative to consider effective approaches to primery syllabus, be engaged in programma of in-service work. Applicants under 45, must be treined teachers with at least eight years' primary teachers experience.

Selary (ourrantly under review) in renge £2891-£7241 pa which includes allowence, normelly lex tree in lenge £912-£2730 pe. Terminel grelully 25 par cent of besic

asiery.

Ciher benelits include free lamily peesses, paid leeva, childrene education allowances and eubeldiead eccommodation. An appointment grant of up to £1200 may be interest-free car purchess loan of up to £1200 may be interest-free car purchess. Superennyalion rights peyabla in certain circumetences. Superennuation rights may be saloguarded. Applicants ehould be cilizane of the United Kingdom. For full details and application form please apply, quoting ref 316, giving details of age, qualifications and axperionce to '---

axperionce to :--

Appointments Officer. MINISTRY OF OVERSEAS DEVELOPMENT, Rnom 301, Eland House, Sfag Place, London SWIE 5DH.

ENGLISH LANGUAGE ASSISTANT TRANSLATORS

THE ECONOMIC AND SOCIAL COMMITTEE OF THE EUROPEAN COMMUNITIES is holding an open competition to recruit persons suitable for

technical nature.

Candidates should ☐ ba born eller 31.5.1942

have completed a univaraity course and obtained a dagres

have appropriate experience ☐ have a thorough knowledge of the English language and en extensive knowledge of two other citical Community languages. (The official languages of the Communities are Danish, Dutch, English, Franch, Gainian ond Ilalian.)

the above positions for its offices in Brussels. The work involves

the translation of texts of a legal, economic, administrative and

The minimum net starting salary is £880 per month.

Full details and the OBLIGATORY OFFICIAL APPLICATION FORM are contained in the Ollicial Journal of the European Communities N°, C 73 dated 24.3.1977 which can be obtained from either of the following addresses:

- E.C. Information Office, 20 Kensington Palace Gardens, London W 8 4 00

- Economic and Social Committee of the European Communities, Personnel Division, 2. ruo Ravenslein, 1000 Brussels, Balgium,

Closing date for raceip! of complated applications: 31.5.1977

The Economic and Social Committee has advisory status to the Council and the Commission of the European Communities. If represents amployers, fields unions and other adonomic and special interest groups (farmers, consumers, the professions, etc.). The Committee to a small institution employing approx. 300 staff. Its offices are located in control Brussels.

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The Centre for British Teachers, at the request of the Government of the Kingdom of Morocco, is expanding its succeesful English Language Teaching scheme in Moroccan lycees by recruiting a further 80 British teachers for the coming academic year.

- * Contracts are from September 1 1977 for two years, but may be terminated in the first year.
- Contracts are renewable.
- * Salary (currently under review) is not less than £320 per month free of tax (pald in Dirhams).
- Fares pald to and from Morocco.
- Good medical cover.
- * Centre welfare and resettlement advice service. In Service training and opportunities for materials writing.

Qualified graduate teachers with at least two years' experience teaching English to foreigners and with a good knowledge of spoken French. Apply to:

> The Centre for British Teachers (M/TE3) Quality House. Quality Court. Chancery Lane, London WC2A 1HP. Telephone 01-242 2982.

THE CENTRE FOR BRITISH TEACHERS LIMITED

GERMANY The Miniellies of Education of Nordrhein-Wostfalan, Niedereachsen and Bramen/ Bramarhavan raquira Biltish taachers for the academic year 1977/78 to teach Engeacondery echoole and Further Education astablishments.

Teaching Load

Applicants must possess a University degrae, a leaching qualification, taaching exparience and a good knowledge of epoken Garman.

Merke. Entry point dapands on number of years pravious full-lima experience. An allowence of \$69 par month is paid to married feechars and \$22 par month for each dapendent child. (DM 4.5 aquele £1)

Belariee ara free of Garman and Brillehi-

nooma tax for periode of 12 months and Contract

Controls are for one calendar year from August, 1977 (exact etarting dales very according to State).

20-25 45-minulo class periode a weak dapanding on Stale and echool typa, Classes usualty leka placa in the morn-

ning and and of the contract for teachers and thair familiae are paid by the Centre.

Arrangemente are meda for the transportation of heavy baggage. Netional Insurance and Superennuellon £360-£486 par month peld in German . The amployer's contribution to the British

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Fer details and application forms: The Cantra for British Taschera Limited (T11), Quality House, Queffly Court, Chancary Lane, London WC2A 1Hp. Tel.: 01:242 2982/5.



Mathematics

teaching expanence. Appointment 2-3 yeers.



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HELPING NATIONS HELP THEMSELVES

Temporary Careers Officer

Grade AP111/1V (Post V.2)—Ponlypool

Careers Office

The post is a temporary one until at least September, 1978, when the position will be reviewed. Duties include the giving of telks and infarviowe end loeding of group of telks and infarviowe about employment or lutihar oducation. Information about employers as well as Iron cenaes litereture. reforence will be given to epplicente holding the Diploma n Ceroeis Guldanca or to thosa with pravioue experience

of life work.

Applications in his submilled by 27th April, 1977.

Application forms and further information for the ebove appointment in the Education Department mey be obtained, on receipt of a s.s.a. from the Oirector of Education, Gwoni County Council, County Hall, Cwmbran, Gwoni NP4 2XG to be returned by the deter shown to

LONDON BOROUGH OF CROYDON

GENERAL INSPECTOR

to specialise in Modern Languages

Applications are invited for the post of Ganaral Inspeclor. Applicante should have a good Honours Oagraa and have held a sanlor post(a) in schools or collagas or have worked in the Advisory Service.

Selety: Soulbury Renge-Haed Teacher Group 10-£7,455 to £6,079 plus eddllional allowences of £312 end £189 (1976 & 1977 Salery Supplements) and London Allowence of £297.

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Particulers end epotication terms to be returned by Fridey, 29th April, 1977, may be obtained from the Diractor of Education, Tebernar House, Park Lene,

Careers Officers

£2,127-£3,282+£312

Applications are sought from prolessionally qualified Careers Officare and fhose complainty prolessional treining ocurses this coming July for two posts in Northemptonehirs, one temporary and one parmenent.

The parmenant post le based et Kattaring and will involve eoma responsibility for work in special schools in and around the district in addition to normal edvisory dulies. The temporary post beend in Northampton, ontalls specific responsibilities for work with unamployed young paople and the successful applicant will elso have a general case load of advisory work in echools. The appointment would be until Beptamber 30, 1977, with the possibility of continuing for a further period.

In both cases a qualified person will not elart on a salary below £2,922 plus £312.

Application forms by telephoning the Personnel Officer, Northempion 34833, extension 5237. Closing data April 25, 1977.



Northamptonshire

Education Department

Leicestershire

PROFESSIONAL ASSISTANT (SCHOOLS)

£4,699 to £5,250 p.e. plue £512 p.a.

Applicatione (Saplomber oppointment) invited trom graduetes with good teaching experience in schoole. The poet, vacant on promotion, offers axcellant opportunities for an energetic men or woman to get experience of aducation administration in a large authority. Casual user car allowanca. Removal expanses, legal fees, lodging ellowance psyable. For details talephone Leicestershire 871313, ext. 256.

Apply (no forms) with names of two referees to frie Olrector of Education, County Hell, Glenfield, Leicester LE3 6RF by April 29.

Borough of Sunderland

OVERSEAS Appointments continued

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GREECK A hualified ENGLISH TEACHING washed to work at a Language School for the Simminer Form. From June 1st to September 15th. Excellent conditions of works were good starry, paid holidoys. Write to N. Devanelles, School of Foreign Languages, Lamia, Greece.

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COUNTY OF NORTH YORKSHIRE

ement (Grade P.O.1(e))

returned by 1 Mey, 1977.

DEPUTY COUNTY

CAREERS OFFICER

Applications are invited from aultably qualified and expedanced men and women for the post of Qaputy County Cereers Officer.

The County Cereere Service in North Yorkshire which ie, in terms of land eree, the Isrgest local education authority in the country, provides a careers guidence service to meat a particularly varied economic and eocial com-

The successful applicant will be expected to play a key role in the leadership and direction of a learn of over 55 professional cereers officers and support stelf.

The authority le seeking to eppoint a men or women who, es welf se possessing sound end veried profassional experiance, has elso damonstrated edministrative and managanej ability et a responsible level.

Further perticulers and application forms may be obtained from Tha County Education Officer, County Hall, North-affecton, North Yorkshire, to whom applications should be

EOUCATION DEPARTMENT

ASSISTANT DIRECTOR

OF EDUCATION

(Schoole)

£6,201-£6,879)

Applicante muet ba greduales, have had leeching experience and prelarebly relevant adminis-

in addition to raeponsibilities for the service to echools the Assistant Olractor will be expected to make a widar contribution as a mamber of the Senior Officers' team.

Sunderland hee an increeeing population (300,000) and includes the rapidly axpending new town of Weekington.

Ramoval expanses end temporary lodging ellow-ence may be payable in appropriate circum-

atances.

Application forms and further particulars may be obtained from the Cirector of Education at the address shown below.

Closing date: May 16, 1977.

Town Heli & Civic Centra, L. A. Bloom, Sundarland SR2 7DN.

Chief Exacultva,

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Salery ecele_£4,589-£6,260 plue £312 ennual salary

Administration

Local Education Authority

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EOUCATION AND CULTURAL SERVICES COMMITTEE

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LONDON PHOSECHOOS, PLAYGHOUSE ASSOCIATION

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THE SHAFTESBURY

hich is a Protestant Evangelia Churily. Is sociate an SSISTIANT SECTIFIANT Who ill each of the control of the c Apply in writing : The General Broreinry, 111 Rogeacy Street, London Strip

Child Care

SCOTLAND Wanted Immediately for emeit independent action, croable (OUSEPAKENT: First - class relevences and experience with testaducided children canalish. Orthorollen, Larise Cougles (UCA) action, action of the cougles of th

LONDON GOROUGH OF ENFIELD EDUCATION COMMITTEE



SOUTHGATE COLLEGE TECHNICAL

Principal ; W. A. O. Egaton, MA CEng Fimecha FRSA.

Requirad ee soon ee possible,

SENIOR ADMINISTRATIVE OFFICER

Who will set as Caputy to the Chief Adminiatrative Officer. The main dulles will include responsibility for meinlanence of buildings and grounds, College security and such other metters os allocated by the Principal, Salery Soals (including London Weighting), £4,524-£4,83Q. ...

Thia ecele le eublect to a £312 per annum addition. Purther details and application forms may be obtained from the Principal, Southgate Technical College, High Streat, LONDON NIA 685, on receipt of a raw which should be marked clearly with the Job Reference (SI) is which case no letter is necessary. Completed applications to be rejurned within 14 days of the appearance of this advertisement.

Assistant Education

(£6488-£7181 per annum Inclusive) A vacancy arises through promotion for the post of Aesieteni Education Officer within the Schoole Services Olysion. The Olyleion's responsibilities include:—

* Education Welfare

* Child Guldance

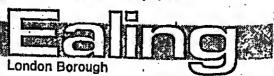
* Curriculum Matters

Oandidatee must hold e degree or aquivelent quelilicetion and should have tasoning end administrative exparjence with a local education authority. Tha Authority offere 100 per cant removal expenses,

Further details and application forms may be obtained from R. J. Harties, BSc(Eng) CEng, Chief Education Officer, Hadlay House, 79-91 Uxbridge Road, London W5 5SU. Closing data 29th April, 1977.

Managing and Governing Bodies * Admission and transfer of pupils

legsi and setata egent lass up to £300 and fodging allowences.



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In His range £3.660-£4.84? p.s inchiowe. The Obsciotate of Amonthy Services, Bestautlon courses tanging from tester to interneted level, lesteding owards only courses for officials. The closes to take sport to the community and the has been neldoved by timeling common in comment/ commently halfs, means condition, actions and

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We good a SPONTS COACH to High us andy onl our existing programmes and to identify false a needs and devolop appropriate crasses. The ouccessful candidate will be an experienced ange of spoiling activities

For turines interestion and application form telephone 01-751 0901, art, 69, or 91-761 1931 124-hour eneworing service). Otroctorale of Aniently Borvisce, London Corough of Lembeth, 14 Xnighie Hill, West Narwood, London 5E27,

LAMBETH

Applications are invited for the post of Inspector/Adviser in Primary Education

with special reference to the Juntor age range Starling data: 1et September, 1977, 9slery: Burnhem Head Group Vtti
The duties and rasponsibilities of the post will be nonitorial, inspecially and edvisory in nebus and, in the first histonice, will be based at Shire Health Model.

The County Council will be ceeking a caudi-(a) good leaching experience in the Pilmary

(b) experience as Head of Primary School; (c) a sound knowledge of current aducational thought and practice in Primery educe-

(d) octive ktvolvn-nont in lite professional development and in-solvice education of tenchore;

(a) kounnoes, onlinearem, and interpersonal rointionalips and a tigh work output. The potson appointed will be expected to carry out his/for dialus in both Welsh and English

medium schools.
Application forms and further information synilable from the Personnol Otticer, Shire Hell, Mold (Mold 2121, Ext. 375), to whom they should be returned by 25th April, 1877.







EARLY MATHEMATICAL EXPERIENCES - EVALUATION STUDY (SCHOOLS COUNCIL PROJECT)

ASSISTANT RESEARCH OFFICER

Degree or Advenced Diploma in Psychology or Educa-Experience must include leaching nulsary of Infant children. The candidate nuest also be able to demonstrate evidence of mathematical competence leg. "A" level or good "O" level) and a thorough understanding of the theory and practice of teaching early mathematics.

The eppointment is los one year only and will com-mence on September 1, 1977.

The Aesistani Research Officer's role will be that of Eveluator to the Project enuile substential amount of the authority of the Iravelling end overnight atays will be involved for the Officer appointed. Possession of a car and a current driving ticenca is assential. The Assistant Research Officer will be besed in Stough.

Salary scale, 53,366 to 53.702 plug f312 salary supplement plue £180 tocal allowance Placement on scale according to qualifications and expensence. For applications and expensence of the salary supplies the callon forme and further pathoulars apply: Mrs. P. P. Harris, Personnel Officer (post No. ELIEUZ).
National Foundation for Educational Research in Eigendend Wales, The Mare, Upton Park, Slough SL1
200, Telephone: SL 26161, CLOSING OATE FOR RETURN OF COMPLETEO APPLICATION FORMS: APRIL Examiners

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Ancillary Services

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CHURCH OF ENGLAND BOARD OF EDUCATION AND VATIONAL SOCIETY

GENERAL **SECRETARY**

Owing to the appointment of Canon Robart Holtby to the Oaenory of Chichester, the office of Denaral Secrolery of the Ganetal Synod of the Church nl England Board of Education and of the National Society for Promoting Religious Education, will become vacont in the Autumn.

Applications are invited from cummunicant members of the Church of England Julen or women, ley or

Full details of the post and application forms may be obteined from the Goneral Secretary, Soard of Education and Netional Society, Church House, Osans Yard, London SW1P NZ, 01-222 9011.



PERIPATETIC PENIPATETIC

(I) Peripatetic Teacher of the 'Cello
For the Taunton, Bridgwoter and Wost Somersel Arce.
To commence Saptember, 1077. Duties include instrumonial luttion to smell groups of pupils and individuels in secondary and middle schools and cortain
primary echools; direction of orchostres and other
ensambles at the Teinton Music Centra and involvement in the activities of the Somerset Youth Orchastre. ensambles at the Termton Masic Centra and Involve-ment in the activities of the Somerset Youth Orchasira. Ability to feech double boss is desireble and conduct-ing experience with some planistic ability, although not essential would be useful. Re-edvarilisement, pre-vious applicants will be re-considered. A suitable cendidale mey be appointed within Burnhem Scela 2.

(ii) Peripetatic Taocher for Woodwind
For the Teunton, Bridgweier and Weel Somarsal Aree,
To commanco Saptembar, 1077. Outlae Include Instrumental tultion to email groups of pupile end individuels in secondary, middle school end certein primary schools; perticipellon in the ectivities of the Bridgwater Mueic Centra and the Somerest Youth Orchestre. Whila candidetee will undoubledly have expertise on one woodwind instrument ebility to teach other orchestrel woodwind instruments to a rassonable standard is required, and conducting experience with some pianistic ability, elthough not essential, would be

A suilable candidate mey be appointed within Burnhem

HEARING IMPAIRED Unit for the Heering Impeired, Ladymend Secondery,

Suitebly queliliad end experienced taechar of the deel lor a naw unit to be established at the above school. Scele 2 poet, plus epactal etlowanca for teachers of the hearing impelied. Consideration would be given to a newly quelified teacher of the dast, on a scale 1, plus special ellowance, which would be reviewed at a leter date.

ADVISORY POSTS Teacher/Adviser for Physical Education Selety-Lacturer Grade II: £3,591-£5,805

Applicatione era invited from women physical education specialists for the ebove post. The person eppointed should hove received a specialist training at a recognised college of physical education and heve had wide teeching experience, pralecebly including the primary

sactor.
The duties left into two main categories:

1) To ect as Physical Education Advisar for a third of the County surrounding Bridgwater, and to take an ective interest in girls' physical aducation throughout

tha county.

| Iii) To conduct in-service Irelning courses and to work (ii) To conduct in-sarvice freining courses and to work elongside classroom teachare in primary schoole. Outes to commance Saptembar, 1977, or as soon as possible. Application forms and detells of the above posts [S.A.E.) from Staffing [T] Saction, Education Oppartment, County Hall, Taunton, Closing date 2nd Metropolitan Borough of Solihull

Educational Psychologist

Salary Scale: £3,900-£6,600 plus £312 supp.

Required in the School Psychological and Child Guidance Service which is daveloping a strong preventative and arlvisory role both in schools and the community.

Cardidates should possess on Honours Degree in Psychology (or equivalent) and at least tree years' teaching experience and post-graduate training.

Essential user car allowance and man facili-ties, 100 per cent household removal expenses. Grant of up to £300 towards house parchase and sale expenses. Conneit musing may be available.

Application forms, etc. (please quote ref. TES 9771 from Tuwa Cleck, P.O. Box 18, Councif House, Sullindl, West Midlande (telephone 021 705 6789, ext. 241). Closing date April 29th, 1977.

CITY OF MANCHESTER EDUCATION COMMITTEE

School Psychological and Child Guidance Service

EDUCATIONAL PSYCHOLOGIST

(UNIVERSITY TRAINING) £6,801-£7,425 per annum

Applications are invited from sullably qualified Educational Psychologists for the above post, with full-flore secondment n the University of Manchesier,

Duties and responsibilities will be assigned by the University of Manchester. These wilt include assisting with the M.Sc. Past liraduote Trulning course for Educational Psychologists, and contribute to the development of a new specialist Educational Advisory Service, Special interests and abilities, including interest in educational bandicap, would be an advantage.

Application forms and further perficulars from the Chief Education Officer (E35), Education Offices, Crown Square, Marchester, \$160 3BB. Closing sele: 29th April, 1977.

COUNTY OF NORTH YORKSHIRE

EDUCATIONAL PSYCHOLOGIST

£4,212-£6,972

Applications are invited from qualified Educational Psychologists for a post in the School Psychological and Child Guldance Sarvice, to be based in the Harrogets area.

The duties will include the full range of psychological work in the schools and Child Guidance Clinics, working with established

Application forms (to be returned by 29 April, 1977) and further datalls from the County Education Officer, Education Offices, County Hall, Northallarion DL7 8AE.

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION DEPARTMENT

Educational Psychologist

required to complete team of seven in a well-established Child Guidance Service providing a fully loregrated service to the Education, Health and Social Service Departments. Salary within Scate 55,310-66,660 plus 5312 annual salary supplement. Starting point according to age and experience. Applicants should have an Honours Degree in Psychology (or equivalent), teaching experience and a pusing dual of qualification in Educational Psychology (candidates about to consulate in posterodusts course will be conboot to complete a posigreduata course will be cun-

The person appointed will be responsible for the full range of psychological services to an area of Wolverhampton as well as having the opportunity to develop specialist respon-sibilities according in experience and interests

intenting applicants may contact Mr Tottman, Cliff Educational Psychologisi, The Cedars, 39 Compton Road West, Wolverhampton WV3 9DW. Telephone 24230 ur 26753. [Authority to fill) past recaived from Personnel Officer.)

Further details and application forms from Director of Education, Educadon Offices, St. John's Square, Wolver-humpton WV2 40B. Closing date, May 6.

THOMAS NELSON & SONS LIMITED wish to appoint a Sales Executive to sell the company's fast growing ELT list throughout Western Europe. The july will be based in Sunbury on Thomes but the person appointed will spend up on fifteen weeks a year mavelling oversess.

We are looking for somebody with a good know-ledge of the ELT market and probably with nverseas teaching experience.

A good salary will be paid and a company car

Please apply in writing to: The Personnel Manager. Thomas Nelson & Sons Limited. Lincoln Way, Windmill Read.

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We are lunking for an

Assistant Editor

to work an history and social science broks for the secondary school market.

Candidates must have educational editorial experience, o degree in History, and working uwledge of the British educational system.

Camfidates should apply with full written curriculum vitae to Mrs Noreen McDermott, Personnel Department, Harray Buoks, 182/4 High Holborn, London, WCIV 7AX.

County of Cleveland

Peripatetic Teacher of Instrumental Music (Cello)

Required from September, 1977, peripalatic teacher of CELLO for the North Taes area of the County including Herliepool. SCALE 2 POST for fully quellied and experienced teacher (Special Instructions Scale for other experianced musician). The leacher would join an eclab-lished learn leaching individual pupils and small groups in schools and essist with the development of instrumental work generally. There are 27 central achools end youth orchestras and bends in Clevaland County. Car allowence available. Financial assistence with household removel expenses is available in approved cases.

Forms of application and further datalia obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, not later than 29th April, 1877.

EDUCATIONAL REPRESENTATIVES

(Part-Time)

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Gaorga Philip & Son Ltd., old established publishers of geographical texts and maleriale, require parl-tima representatives to call upon educational aetabliehmente from mid-April, 1977. Various areas.

Ramuneration by feee and expenses. Recent teeching axperience in the geographical/environmental field would be an edvantage. Replies to:

Roger Bond. Group Educational Sales Manager. George Philip & Son Ltd., Norfolk House, Smallbrook Queensway, Bjrmingham, B5 4LJ.

Miscellaneous

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There were colmust 200 of them, drawn from the BBC Itself, from free-lance radio writers, and particularly from those universities and polytechnies which include broadcust uniterial in their ocatiomic studias. One of the main purposes of the conference was to prepare the of the conference was to prove that

Direct of scholarship.

Last week's discussions at Durhom were the result of our man's initiativa and two years' careful planning. Iau Rodger is a radin and television playwright, who shores the frustration expressed by some BBC producers at the lack of pro-er critical ettention cheir work receives, and at the fact that it slips in an from public notice. In content work receives, and at the fact that it slips in an from public notice. In content would be a firm case for radio's conreces a firm case for radio's oca-demic respectability. Mr Rodger from that he has hastened the day with the publication of radio scripts will be a practice as gener-ol's accepted in this country as it is in Gormany.

there he indicated to Tedes of Tedes can be produced as goard to the produced and the control of the country as it in the country as it is not married to the country as it is not as a committee of the country as it is not as a committee of the country, who can be surred by the country, who can be considered to the country, the country, the country, who can be considered to the country, the country as it is not as a country, the cou

to an audience who had spent the previous evening listening to sterenthonic recordings of Words and Music and Embers prepared by the Audia Visual Centre of London University. Beckett, who has stripped language down to the condition of music, while still using it as a vehicle for story-telling, has elways made extroordinary and unusual demands on the sound technicions. It is indeed the unusual but always appropriate character of his ruquireolouts, and his orderly use of silencus, which savas his work from Professor Smith's general stricture.

That he was considered of oil in That he was considered of oil in this context was significant for most of the writers who were the subjects of the formol lectures were either dead or, like Harold Pinter, naiv almost cotirely concerned with the live theore. Samuel Rockey. Becken, as we shall aid see on BBC 2 on Sunday, is still actively engaged in broudeast druma.

The discussions on Harold Pinter's

early radin work were initioned by Rudiger Imbol, a lecturer in English

powers

John Grozny

Phose Doctor Who?, asked last Sunday's BBC-2 ducumentary: a lot quite emineon people's apparently, including a consultant physician who watches fonatically with his team from on Intensive Cire Unit. Far every slx children watching, there are apparently four adults, and the programme

The documentury offered some insights into the creotlon af the special saund and visual effects, and Tom Baker, the curront Doctor, compored the interpretotions of his three predecessors and outlined the chollenge which the part pases.

examined the phenomenou that has

kept the scries thriving for 14 years

The doctor is not locking in character—this is one al the series' advantages over other cardboard mid-atlantic efforts, such as Space 1999—but that choracter is neculiarly maileabla one. The doctor lacks romontic or acquisitiva tendencles, and cannot therefore develop in any conventingol way, so the actor's problem is how to

Heory Reed did most nf his work before the tape recorder had reached its present level of sophisticetion and general use. Ian Rodger believes that it dow bears the sume relation to literature as photography here to painting in the late pine. bore to painting in the late nine-teenth century. Direct representa-tion cannot reploca an artist's con-trived selection of visual images or n writer's rhoice of words; but as photography made palorars increas. photography made paloiars increasingly aware of the shifts of light, ful effect on children. But these views bava been well publicized. rehearsed human speech have made writers more awara of mancas of locol dialect and accent, and of the emphotic part that silence plays in communication. In a radio programme which he devised, and producer Tooy Cash certainly of the manual colors. In a radio programme which he devised, and producer Tooy Cash certainly of the devised and producer Tooy Cash certainly of the devised and producer Tooy Cash certainly of the devised, and producer Tooy Cash certainly of the devised

Doctor Who consistantly damonstrates, are not ennugh: honesty
oud alocardy ore still indispensable
whatever our's intellectual copoelty.
(Some contributors were less happy,
however, about the programme's
portrayol of women.)

Judging by the extracts, not only
has the programmo's technical
expertise improved immeosurably
nver the vers (notably since colour
permitted a more sophisticated
range of electroulc effecis), but so
hove the scripta which are increashighy litarate out witty. Derivetive
they may be—both of earlier series
and other sclause fiction—but they
are rarely banal,



nostly about pop, pinned to every loy of the year. (Paddington Press, £2.95).

It is o soil foct of life that plays It is a soil fact of life that plays with image custs tend not to be as well made as ones with fust half a dozen characters. The producer of a school play who nobly sacks out a script that will involve as made and the school play who nobly sacks out a script that will involve as money pupils as possible is therefore liable to find that, in return for his selfless courage, he has been bundicapped by loosely-written, episodic scenes that give his young sctors little help in their ottempts to crente ironatic pace and tension.

Brandeston Hall, n have prepara-

artessed, daspite bis tachnological that text had not been cut—it is a soppositivation; his Marlin-like consistency of the natural world; he frequently displays a bungling, out interest was for the main part engagingly bungan fallblitty, and must ultimately resort to almple human fallblitty, and the consistency of the start be shared between Ben Jousson, the human fallsh and couraga for survival. Science, and technology, both of the consistency who consistently damons on the stage. If e strong surport with the construction of the constructi who gave avery sign of being a home on the stage. If e strong script can be an enormous support the one really vital prerequisite of ony surcessful school play is that the stage should appear to be the octors' permauent home and oot as uncomfortable staging post where they have no to be spending two or; they happen to be spending two mer predictable hours at the end of

tarm.
In both these productions there were those whose nerve folial them an alien elemant, but equally there were enough who were sufficiently were enough who were sufficiently happy in their roles for the aud-ence to be happy with the offered

the to an academic understand the media history, and taka themes could mastered with war and its sacial.

gal history, and taka themes gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolitical and diplomatic issues, newsreel and documentary can yield unique and valuoble information about social conditions and the physical reolity of the times gal history, and taka the gal history, and the physical reolitical and diplomatic issues, newsreel and documentary can yield in the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the political and diplomatic issues, newsreel and documentary can yield in the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the times gal history, and the physical reolity of the tim nultudes.
Professor Morwick makes a

crucial distinction between the two kinds of information wa cou derive from archive film, between "witting" and "unwitting" testimony, hetween the impression a film was seeking in couvey ond oil the other information that we—with a hismarian's distance—run derive Iran it. Though this may be a valid distinction with any kind of evidence, it is for mure important for film.

force.
Though primarily historical in facilities, it elso draws on literate and sociology in its exploratim.

An multur has ker mara control

nver a printed document thoo u

newsreel or ducumentary filmmaker, However determined the latare and sociology in its exploraing of the interaction of wor and
seley, h is not concerned with
descological exposition, or milltary history, but concentrates on
tariars from the Nupolennic
spid anwards. It does, however,
the back, notably to Thucydides
the 30 Years War.

The relative the corners of the frame,
the relative the corners of the frame,
the country of the first time.

be conserved by the street of the street of

Archive film requires many of the same professional techniques the same professional techniques the same professional techniques the kind of film available on a ments, but has its own distinctive problems and advances the claims already made by himself and fellow course examine the medium in fram the aradeonic cold.

Archive film requires many of the kind of film available on a momber of specific themes, through the course and social impact of the course and social impact of the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women to the guerrilla war in Algeria.

In the score professional techniques the kind of film available on a momber of specific themes, through the course and social impact of the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women to the course are in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women already made by himself and fellows are in Algeria.

In the score professional techniques the kind of film available on a momber of specific themes, through the courses and social impact of the courses and social impact of the course are warded wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the two warld wars; the role of women in the c minute flow of images and eye-wit-ness testimony. This Open Univer-sity series is, rather, a collection of film documents with academic com-

Broadcasting/Films/Briefings

war in Algeria.

ta the second programme, The Origins of World Il'ar One Praies or Marwick books at the film programma produced by both sides. The Cause of War—Britain's Elfart, a cartoon from 1917-18 by u promineot cortoonist, Lancelat Speed, groves (whatever its massage) to be a most accomplished and souhistlened Icar af anima-tion. Professor Marwick also sum-ples orchive materiol from the prewor period to sea if it supparts or ronradicts the hypothesis of a widespread will to violence throughout Europeon societies that cantributed to the World War.

Among later programmes, the cleventh, the Nuzi New Order is particularly intoresting, contrasting Nuzi propaganda lihos from different orcupied countries from

ferem orcupied countries from Norway to the Ukraina that reflected different nutianal approaches among colloborators. The stemtorion, threntening tones of much propaganda contrasts with the lolksy style of the Ukrainian commentary accompanying the sogo of the Ukrainian commentary accompanying the sogo of the wide-oyed peasure looken joying the wandrous experience of work in a German factory.

Since this series was made and first transmitted, Thumas Television's World of War hos uppeared and set new standords for television compilations. As the beneficiary of o more acodamic approach to archive film, this series sough to respuct its source materiol, uvalding acorchistic lontage or incombendic reconstructions, and informing the audience where doubts remained.

World at Wur, miliko previous rampilutiun series, used its film to illuminute more than a chranoloto intrinuite more than a thinholo-gleal exposition, beovily weighted tuwnrds butles: it give great uttention to the social impact of the Secontl World War. It was still committed however tu commindeating to a wide nutlence through a coherent 50-

roon, even though they were unly responding to the question of retribution once it had been immuniced by the interviewer.

Briefings

Radio and tv

The Anchor Booth [Sunday 11.00 BBC 2 Thursdey 07.05 HBC 1) Students are given the apportun

Cfoister to Cloister ? (Sunday 11.50 BBC 2 Wednesday 07.05 BBC 1)

Sundiels may appear simple, but their subtleties are revealed when physical and geometric models are constructed, Leads on to an explonation of the mathemotical miniel

what matters here is not so much the faotage's relationship to the truth of its subject, but its relationship to the truth of its subject, but its relationship to its audience, and music here helps to retreate the moad with which the film would originally have been viewed.

Original sequences have necessorly had to be shortened, but this has generally been done with respect for the pace nod context of the original film, os well as for the contemporary student andience.

One advantage of this series' approach is the chance in appreciote purificular sequences from the orrhive, where skimpy and breuthless selection would destory their context. That is true of the First World War cortoun, and of the substantial excerpt, in thut programme on the sociol impact of the Secood World War, Ordinary People, leaturing vignettes of London lifa continuing the suburbon home, courtroom and Oxford Street etore) daspite the blitz. The Market Town (Tuesday 07.30, Thursday 18.10 BBC 2] A study of the functions and topographical characteristics of market rowns to the sixteenth and seventeenth centuries foruses an Banbury, Chipping Camilen and Ifaliaton. Discusses latters offenling their growth or decline and the

FE and general interest

Wa also have a chance to appreciate the selectivity of contemporary editors, in a number of interviews with survivars from a heavily-blized east-end aren. One grandmotherly interviewed, decloring indomitably: "It's my house and I'm going in stick it" was included but three others, all threetly colling for yengange on Conversezioni (Sunduy 10.10 BBCI) Interviews filmed on location in-troduca atudeuts with a reasonable knowledge of Italian to the vocable politics, economy, ugriculture

A scrutiny of British prime is ministers from Linyd George to Harold Wilson. A major issue of oech administration is fearured and

Outside the schools, Bristol Youth Tijeatre bave been subjected in the school of the leadership of other, sont out their champions, Iver Bryant, o local junior, school teachier. Members show great committeen, Members show great committeen, paying fortunes in bus faras to reach their base—Samills Committee in North Bristol. Emiliely self-financed, they put on two mujor productions e year in local in the summer) and oceaning loose of the section of the section of the biggest school in Avon, in an explainably much adult moralizing, and Sharks are fine biggest school in Avon, in an explainably by much adult moralizing, the biggest school in Avon, in an explainably by much adult moralizing, in protect egeinst education cuts.

We hich, clong with good use of colour —black leather and denim for Jets, rade and o well thought-our scaffolded in or parents in thered seating aloping to the open slags floor. The specific roots of group hatred, in a roorld shudowed by memploymont order unexplained by much adult moralizing, the large scale of the dumpressiva spectacle for parents in thered seating aloping to the open slags floor. The specific roots of group hatred, in a roorld shudowed by memploymont order unexplained by much adult moralizing, the biggest school in Avon, in an explainably by much adult moralizing, the large school of the death. Achillea Jets, rade and o well thought-our scaffolded in or provided impressiva spectacle for parents in thered seating aloping to the country body of Ricoton and o well thought-our scaffolded and o well thought-our scaffolded in or provided impressiva spectacle for parents in thered seating aloping to the open slags floor. The spectacle for parents in the seating aloping to the open slags floor. The spectacle for parents in the design and o well thought-our scaffolded set provided impressiva spectacle for parents in the seating aloping to the open slags floor. The spectacle for parents in the design of the parents and own of the parents and own of the parents and own of the parents an iChristious paotomina plus open air ploy in the summer) and occusional shows such as the one I saw recently—a spoof of a medievel Mystery play with Adam and Eve in plastic ivy presided over by a day God, a rather sketchy sketch about imorigants in Bristol and some very professional improvisation around ideas from the endlence, and in the state of the sketch of the state of the sketch of the sketch

teachors are refusing to work duties in protest egeinst education cuts.

It est Side Story demands a greet the labels of social worker, alrink, cop, who stand bowed and hopeless as Maria mourns Tony, contrasted strikingly with Jacques' Inaguid search for "something different" at Clifton College:

dazy God, a rather sketchy sketch about lunoigenate in Bristol and some very professional improvisation around ideos from the endlence, ending with a striking version of the Traism wors. The narration (written by another dramo teacher john Scedding) gave the sweep of dancing talent, the alrector Chris Waltillove, who also played the expression to the energy of youth griwing up in the jungle of the circle—inner city or sprawling council estate. That energy exploded into swirling fights, and dancing,

"We're on good, we're no good, We're nn enrilly good, Like the bast of us is no dama

Their play prayed the opposite ond thur's what it's ell about.

Paradoxical balancing act Who cares?

spen iniversity's growing number if post-experience courses, which in the course with the normal sterial support—up to an example or a full-scale

television programmes nursue

BISFA festival

some af the most overt and curlca-tured propaganda footage hos a

piana occamponiment.

What matters here is not

BISFA festival

Right Hill on German programmes

Terfinalte arry the text of the control of the

Open University

ABC's coverage of the 1976 Republicon Convention. Emphasises the importance of the charilinotors to the "Anchor Ilouth" and discontext.

To this and other ways, senior producer, Edward lingward, has had an evolve new approaches for presenting the material, where the mormal eneventions of television complications are inapprapriate.

Most of his decisions seem right. For iostance, most of the silent footage is left unoccumpanied, but some af the most overt and curious cusses their views on the relation-ship between politicines and pro-

Two programmes featuring the work of barristers. The profession is axamined in detail through interviews with legel figures and film of the Ions of Court and the Temple.

Nothing New Undar the Sun (Sunday 13.0S BBC 2)

their growth or decline and the distribution of such towns throughout the country.

threetly calling for vengeance on Germany, were left in the cutting-

Almed at student nurse; or those intending to enter the profession; u wide view of nursing practice in hospitols from medical wards to operating theotres.

Alternatives (Sunday 15.30 VIII4) An investigation into "Kingsway Community" where an anemin is made to provide a family soiling for people who have been rejected by

